

concordia's Thursday Report

Vol. 17 No. 15 January 28, 1993

University mourns a distinguished Canadian

Concordia's Chancellor dies at 70

by Ken Whittingham

The Concordia community was deeply saddened this week to learn of the death of Chancellor Jeanne Sauvé.

Mme Sauvé died in hospital on Tuesday night following a lengthy battle with cancer. She was 70.

Speaking on behalf of all Concordia students, faculty, staff and alumni, Board of Governors Chairman Reginald Groome said that "Mme Sauvé's dedication to her country served as an inspiration to us all."

"She was admired by Canadians in every walk of life, and her death is a tragic loss for Concordia."

Sauvé was appointed to her post last June to succeed Alan B. Gold when his term of office ended in September.

Her installation ceremony had been scheduled for the fall, but was delayed when she fell ill.

Many at Concordia who were unaware of the Chancellor's illness were shocked to learn of her death. Sauvé had told University officials that she wanted to wait until January before making a decision about when she might assume her official duties.

"Coming as it does so soon after her appointment as Chancellor, Jeanne Sauvé's

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INSIDE

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Layoffs, audits, calls for resignations, discussions about student government, the Board of Governors' displeasure with the financial scandal: it's the latest round in CUSA's woes.

Sick buildings 8

Centre for Building Studies Professor Fari-borz Haghighat recently chaired an international conference on indoor air quality, ventilation and energy conservation. These are factors that can affect one's health at home as well as at work.

Enhancement of Teaching

The report of the ad-hoc sub-committee of the Senate Academic Programmes Committee on the recognition and enhancement of teaching at Concordia is a special eight-page pull-out supplement to this issue.

The Right Honourable Jeanne Sauvé 1922 - 1993

Former Governor-General brought dignity to her work

by Barbara Black

Jeanne Sauvé's long and distinguished career was full of firsts: first woman elected to Canada's House of Commons from Québec, first woman to be Speaker of the House, and first woman to be Governor-General.

Although the present generation may identify her as she was in later life, an august personality who lent immense dignity and flair to largely ceremonial offices, she first stood out as a student activist, pushing for the liberalization of her own society.

Born in Prud'Homme, Saskatchewan, on April 26, 1922, she attended the University of Ottawa and the Université de Paris, where she earned a Diploma in French Civilization.

On her return to Québec, she became national president of the Jeunesse Étudiante Catholique, which, during the mid-1940s, was a breath of fresh air in the rather oppressive atmosphere of Premier Maurice Duplessis's Québec. She founded the Fédération des Mouvements de Jeunesse du Québec, and participated actively in the World Assembly of Youth as well as in several international conferences. In 1951, she served as assistant to the director of the youth section of UNESCO, the United Nations organization, in New York.

Well-known broadcaster

When she returned to Canada in 1952, it was to begin a career as a broadcast journalist which lasted 20 years. Although she was seen most often on the CBC and its counterpart Radio-Canada, she also appeared on CTV and the American networks, NBC and CBS. Her trenchant interviews with politicians and shapers of opinion made her a household name in Québec, and from 1970 to 1972, she wrote freelance editorials for the *Montréal Star*.

Beginning in the 1960s, she gradually moved beyond journalism to become an active participant in public affairs, notably through her involvement in the Couchiching Conferences, which had a profound effect on reshaping the political life of Canada. It was a period of great ferment, during which her reasoned opinions were greatly valued. She went on several cross-Canada lecture tours (in 1966, 1968 and 1969) to explain the aspirations and concerns of Québécois to English Canadians.

In 1964, Mme Sauvé was elected president of the Canadian Institute on Public Affairs, and from 1966 to 1972, she served as secretary-general of the Fédération des Auteurs et des Artistes du Canada, which took her to a conference in Moscow.

She was named to the Canada's Centennial Commission in 1967, served on the boards of the Montréal YMCA, Bushnell Communications (Ottawa), and CKAC Radio and Télémedia (Montréal). She was also a founding member, in 1972, of the Institute for Research on Public Policy.

Her husband, Maurice Sauvé, had had a distinguished career as a lawyer, economist and cabinet minister in previous Liberal



"... she was admired by Canadians in every walk of life ... her death is a tragic loss for Concordia."

— Reginald K. Groome
Chairman of the Board of Governors

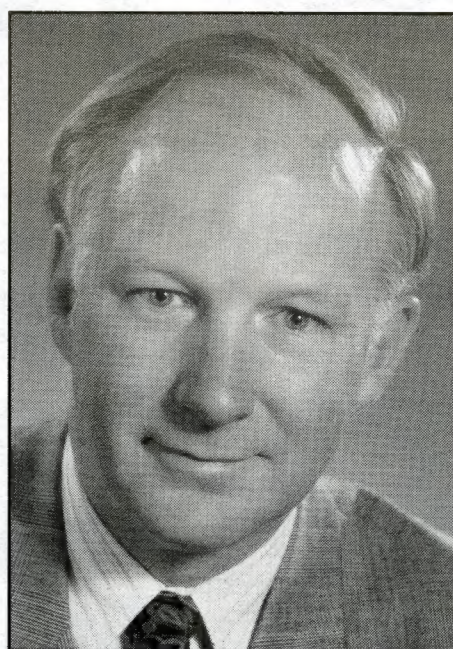
governments. As he was retiring from public service, Mme Sauvé's political career was gathering momentum.

On October 30, 1972, she was elected as a Liberal Member of Parliament for Ahuntsic, a Montréal-area riding, and appointed by the prime minister, Pierre Trudeau, as Minister of State for Science and Technology. She was the only woman in the cabinet. Re-elected three times, she served in 1974 as Environment Minister, and the following year as Minister of Communications. In 1979, she was given cabinet responsibility for French-speaking countries in the Department of External Affairs.

In 1980, while sitting as a Member of Parliament for Laval-des-Rapides, Mme Sauvé was unanimously elected Speaker of the House by her fellow MPs. However, they presented her with one of the greatest challenges of her career, as she wrestled for four years with the complex and unfamiliar task of keeping peace in the often fractious parliament.

One of her most lasting contributions as Speaker turned out to be the reform of numerous abuses in the behind-the-scenes administration of the House. Always tactful, Mme Sauvé was nevertheless doggedly persistent, convinced that the people of Canada deserved greater efficiency and accountability from their public servants.

During these years, Mme Sauvé represented Canada at several United Nations conferences, and headed delegations of MPs and Senators to many countries. And back in Ottawa, she was responsible for the



"... we join with all Canadians in extending our heartfelt sympathy to Mme Sauvé's family, her friends, and to all of those who loved and respected her ..."

— Patrick Kenniff
Concordia Rector

opening, in 1982, of the first daycare centre on Parliament Hill, for Commons staff and Members of Parliament.

Named Governor-General

When she was named Governor-General by newly elected Prime Minister Brian Mulroney in December 1983, the choice was greeted with universal approval. Formally invested on May 14, 1984, she brought a sense of regal style to the office which had been missing for some years.

Towards the end of her mandate, which was to run until January 29, 1991, Mme Sauvé announced the establishment of the Jeanne Sauvé Youth Foundation. Fittingly for one whose career had begun with a student's passion for international affairs, her Foundation's aim is to organize a permanent international youth forum.

Decorations and honours

Mme Sauvé was a Privy Councillor (1972), Chancellor and Principal Companion of the Order of Canada (1984), Chancellor and Commander of the Order of Military Merit (1984), and holder of the Canadian

Forces Decoration (1984).

She received the Jean-Louis Lévesque Foundation Award of Merit (1984), was a Golda Meir Honouree (1990) and an Honorary Member of the Royal Society of Canada (1991). She won the Prix de la Carrière of the Conseil du Patronat du Québec (1990), the Prix Liberté-Alcan (1991), and the Grande Montréalaise Trophy (1991).

She was honorary chairman of the Cercle International de Montréal, member of the advisory council of Power Corporation of Canada, and sat on the board of directors of Industrial Alliance Life Insurance, Power Broadcasting, and Bombardier.

Honorary doctorates

In addition to her appointment in October 1992 as Chancellor of Concordia University, Jeanne Sauvé received honorary degrees from 20 universities and colleges. They included the Sorbonne, which awarded her the Médaille de la Chancellerie des Universités of Paris, and the University of Chulalongkorn, in Bangkok, Thailand. She was also an honorary fellow of the Royal Architectural Institute of Canada.

The other educational institutions which honoured her are the University of New Brunswick, the University of Calgary, Mount Saint Vincent University (Halifax), McGill University, the University of Toronto, Université Laval, the University of Ottawa, Queen's University, Université de Montréal, Carleton University, the Royal Military College (Kingston, Ont.), St. Lawrence University (Canton, New York), the University of Manitoba and Collège St. Boniface, the University of Moncton, Royal Roads Military College (Victoria, B.C.) and the University of Regina. The awards were spread over nearly 30 years.

• CHANCELLOR from page 1

death is particularly painful," Rector Patrick Kenniff told *CTR* this week. "We were all looking forward with great anticipation to the contributions that she would make to this University."

"Regrettably, we will never have the benefit of her experience and wisdom."

"We join with all Canadians in extending our heartfelt sympathy to her family, her friends, and to all of those who loved and respected her," Kenniff said.

Mme Sauvé's last official remarks to the University were made in November at the fall convocation ceremony.

Speaking on her behalf, Kenniff conveyed her regrets at being unable to attend, but extended warm congratulations to the graduating class.

Mme Sauvé's death follows that of her husband, Maurice, by only nine months. A former cabinet minister and business executive, he died in April of last year.

Jeanne Sauvé leaves behind one son, Jean-François.

Concordia's late Chancellor had a long and distinguished public career, culminating in her appointment as Governor-General of Canada. She was the first woman to hold that position. She was also the first woman to serve as Speaker of the House of Commons, and the first woman appointed as Chancellor of Concordia University.

Condolences for Sauvé family

As *CTR* went to press, funeral arrangements for Jeanne Sauvé had not yet been finalized.

Members of the University community have been invited to sign books of condolence located in the atrium of the J. W. McConnell Building, downtown, and the lobby of the Administration Building, at Loyola.

The books will eventually be forwarded to the Sauvé family.

Government money to help native students

by Michael Orsini

The Québec government has thrown its financial support behind a Concordia effort to help native students excel at University.

Concordia received official word last week from Higher Education and Science Minister Lucienne Robillard that the government plans to fund the Concordia Council on First Nations Education (CCFNE), the administrative body that runs the Native Student Centre.

The Centre, which opened last September, provides a support system to help overcome the cultural differences native students face at the University. The facility offers the use of a meeting room, support and information services, and counselling and referral services and academic advising. A full-time advisor, Laverne Gervais, is also on hand to answer any questions or make referrals.

The \$200,000 grant will be spread over three years and will be administered by CCFNE according to strict government guidelines.

Arts and Science Dean Gail Valaskakis, who is chair of CCFNE, said that without the government's help, "We couldn't have (kept the Centre open)."

To date, all expenses have been covered by the \$1-million Seagram Fund for Academic Innovation, which provides seed

money for innovative projects, a contribution from the Office of the Rector and Employment and Immigration Canada. Outside organizations, such as the Kativik Learning Centre, the Québec Native Women's Association, the Cree School Board and Waseskun House, have also lent their support. CCFNE hopes to expand its collaboration with native community groups.

Although there is a commitment from the University — as witnessed by the contribution from Rector Kenniff and the various deans — Valaskakis said there had to be assurances that funding for the project wouldn't come from Concordia's already tight budget.

Native students need a support system as well as help in "the craft of education," or learning how to learn, she said.

"We can't teach you how to bead if you can't string a loom," said Valaskakis, a Chippewa from Wisconsin. "It's the same with education."

Centre Co-ordinator Daniel Paul Bork said native students need to know that they can effect change, once they learn to overcome the bureaucracy.

Hearing to seek funds

Members of First Nations — Concordia (FN-C), the native students' group, were overwhelmed with the paperwork involved in applying for a grant to send students to a Native Healing conference next month in Arizona. They stuck with it and the hard work paid off. The Royal Bank of Canada informed FN-C that it would sponsor 11

students to go to the conference.

"If you take this route and build on it, you can make things happen," Bork said.

Some of CCFNE's projects include a lecture series, a native role model programme and a summer access programme. The development of a curriculum with a native focus is also a priority. The first lecture in the series, which focuses on the responsibility of educational institutions in native education, will take place Feb. 11 at 2 p.m. in the J.A. DeSève Cinema. The speaker, Marlene Brant-Castellano, former chair of the Native Studies programme at Trent University, is now co-director of Research for the Royal Commission on Aboriginal Peoples.

The Centre is situated in the V Annex, 2110 Mackay St. The Centre's permanent location is yet to be determined.

A 'concrete' winner

Concordia's toboggan gets prize for good looks

by Donna Varrica

If beauty is in the eye of the beholder, then the judges at the 19th edition of the Great Northern Concrete Toboggan Race had their eye on Concordia's entry. The *Snowbug* took the prize for the most aesthetic concrete toboggan in the competition held last weekend.

Concordia's entry, designed and built entirely by students in Civil and Building Engineering programmes, was one of 45 concrete sleds to go down the course at Mont Bellevue in the Eastern Townships. The event, which attracted more than 400 student engineers from across Canada, the

United States and France, was hosted by the Université de Sherbrooke.

This year the event was held at an alpine ski hill facility, unlike last year, when downtown St-Denis St. was closed off and moulded into a concrete toboggan run. The École de Technologie Supérieure in the Université du Québec network was the host institution. École Polytechnique organized the previous year's competition at Mont Avila in the Laurentians.

Concordia's *Snowbug* completed two successful runs, clocking in at 42 and 40 kilometres per hour. But the University of Alberta's entry beat out the 44 other teams to take the best overall prize. The event will be held in Edmonton next year.

Rules for the competition are simple. Each entry must carry a five-person crew and weigh no more than 300 pounds. All

surfaces that touch the slope must be made of concrete.

Concordia's entry met all the requirements, including weighing in at 236 pounds. Last year, one of Concordia's two teams, both made up entirely of women, took home the most aesthetic toboggan prize for the *Aeroboggan*.

The eight members of Concordia's team — five women and three men — were Robert Bonazzuoli (Building Engineering), Sylvie Chouinard (Building Engineering), Anna Di Paolo (Civil Engineering), Elizabeth Gertler (Civil Engineering), Debbie Haltrecht (Building Engineering), Robert Lefebvre (Building Engineering), Chelsea Lynn (Civil Engineering), and Stanley Yee (Building Engineering).

Yee said the weather conditions — mild

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Rongtuan Lin a finalist for NSERC gold medal

Rongtuan Lin, who recently earned his doctorate in Microbiology at Concordia, came very close to winning the Gold Medal for Science and Engineering this year.

Lin did his thesis on the breakdown of serine, an amino acid in *Escherichia coli* bacteria, and the control of its breakdown by leucine, another amino acid. The *E. coli*, as it is commonly known, is related to salmonella.

Lin worked in close collaboration with Biology Professor Elaine Newman, whose interest in the research problem began some 20 years ago, during her undergraduate days at Harvard. What was then an obscure corner of microbiological research has become, in Newman's words, quite trendy.

The Concordia researchers have had an article published in the premier biology journal *Cell*. Lin has written one chapter for the *Encyclopedia of Microbiology* on the subject, and has been invited to make a second contribution.

For Newman, her work with Lin has been



Rongtuan Lin

PHOTO: Edmund Wong



Concordia's entry at the Great Northern Toboggan Race took the most aesthetic prize at last week's competition in the Sherbrooke area. This is the *Snowbug* in its embryonic form about three weeks ago when Elizabeth Gertler (left) and Robert Bonazzuoli (right, carrying frame), and other members of the team bring necessary parts into the basement of the Henry F. Hall Building to create the toboggan.

PHOTO: Marcos Townsend

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OFF THE CUFF

edited by Bronwyn Chester

Off the Cuff is a weekly column of opinion and insight into major issues in the news. If you are a Concordia faculty or staff member and have something to say "off the cuff," call CTR at 848-4882.

Fellow Arkansawyer Charles White happy with Clinton prospects

Charles White, Vice-Dean, Academic Planning in the Faculty of Arts and Science, comes from Clinton country. Born and raised in Fayetteville, Arkansas, the Psychology Professor attended the same music camp as the newly inaugurated president of the United States, though he doesn't recall the young saxophonist. His parents hail from Hope, Arkansas, home of the president, and his brother attended Boy's State, a leadership conference for high school students, with young Clinton. White is happy with the election of Clinton, both for his country and for his often-unrecognized state, but believes that change will be slow in the socially and economically troubled nation to our south.

"I left in 1979 when they elected Ronald Reagan. I think it's safe to go back now. Politically, I'm a liberal democrat so I have great hope for the future, but with the enormity of the social and economic problems, I don't think things will go as smoothly as some seem to think.

"I feel an identification with the process of getting Clinton into office; I campaigned for Jimmy Carter, so I know what people are trying to do. Clinton, I think, will do better than Carter. I suspect he's a compromiser, which will make him effective. Carter stuck too much to his ideals and didn't compromise enough.

"My own hope is to see a redefinition of programmes with education and social programmes, the closing down of the military and tax reform getting priority. My sister is a teacher in Arkansas, where she teaches high school dropouts in factories so that they can finish high school, a programme brought in by Clinton. She's very satisfied with his leadership.

"One thing Clinton has already done is bring Canadian Arkansans — Arkansawyers, if you're hillbilly, as my family is — out of the closet. My wife used to say she was from the South or from the U.S., but now she can say she's from Arkansas and people know what she's talking about. He's also brought to the public eye some very interesting people from Arkansas, such as Maya Angelou, who read one of her poems at the inauguration. There are signs that activity is picking up in Little Rock: my brother, who's a newspaper editor on the *Philadelphia Inquirer*, is trying to move back to Little Rock because there's a lot more activity in the newspaper business.

"I have no immediate plans to move back — it will take a while before changes reach the universities, but I certainly feel an optimism about the possibility of change."

CONCORDIA HEALTH FAIR '93

It's back. And because you asked for it, the fair will run for two days this year.

Dates: February 10 and 11

Place: The mezzanine, Henry F. Hall Building, Sir George Williams Campus

Special Features: Cholesterol testing, mini fitness assessments, weight and blood pressure checks, lots of information on healthy eating, how to cope with stress, and what's the right condom for the occasion. . .

PLUS: Great prizes to be won at every display, and lots of free samples.

And Introducing... SAFE SPRING BREAK, an alcohol awareness display sponsored by Bacchus Canada and featuring free taste samples of Labatt .5 and the new Pepsi Crystal, plus condoms and sunblock, to help get you started on a really safe spring break. AND you will have a chance to win a complete car stereo system by Alpine.

SO GRAB THE SHUTTLE AND CHECK OUT THE CONCORDIA HEALTH FAIR. GIVE YOURSELF A BREAK.

'It's hard to teach business by just discussing it'

Professors use computers as teaching tools



Finance Professor Arvind Jain (left) and Marketing Professor Peter Pasold (seated) have introduced computer games in their courses which makes learning more stimulating and more fun.

PHOTO: Edmund Wong

by Susan Gray

Computers have irrevocably altered our habits of work, play and study. But how often are they actually part of the curriculum? In the Faculty of Commerce and Administration is any indication, the answer is not very often — until now.

What Marketing Professor Peter Pasold and Finance Professor Arvind Jain have in common is that computers are an integral part of their teaching. Both professors have introduced games as teaching tools.

Pasold is an old hand at this — his first use of computers in the university classroom dates to more than 10 years ago when Concordia was still using eight-column Hollerith cards.

"I had an introductory marketing class of 600 students and it was impossible to mark cases for all of them," explained Pasold.

Pasold's game presents marketing scenarios where it's up to the student to decide about a product's look, niche and price, among other things. Jain's computer game, on the other hand, is a foreign exchange trading simulation. By playing the game, students "basically learn how the foreign exchange markets work," he said.

Pasold, who gives marks for the computer portion of his course, said "It is very hard to teach business by just discussing it."

New world

But playing Computype, which was developed by Pasold, is also quite a challenge. "It's a whole new world you're jumping into," he said. The "new world" refers to the fact that variables in a computer game are more challenging than those in the real world because students have had no previous contact with them. There are also no established procedures, as is the case with repeat purchases, for example.

Jain doesn't grade students for their computer work. Still, he said, "those who under-

stand the game will understand the course better overall."

As for whether or not the computers are replaceable, Jain said some of the materials could not be presented otherwise, adding that "I personally think this information is more useful than what could be taught otherwise."

Jain also feels computers are important. "We're doing a great disservice by not preparing students for the business world, which will continue to be based on computers," he said.

Jain said students should be comfortable with computers beyond just being able to type a paper on one, as computer literacy is integral to literacy in contemporary society.

Jain uses the game Zerobase Simulation, which was developed in Montréal. The game is used by many banks to train their staff.

Students excited by computers

Both Jain and Pasold said the students enjoy the computers. "The excitement level is very high when students think they can make money," Jain said. "I've seen them actually jumping on top of each other within their groups, offering suggestions. What else could you ask for?"

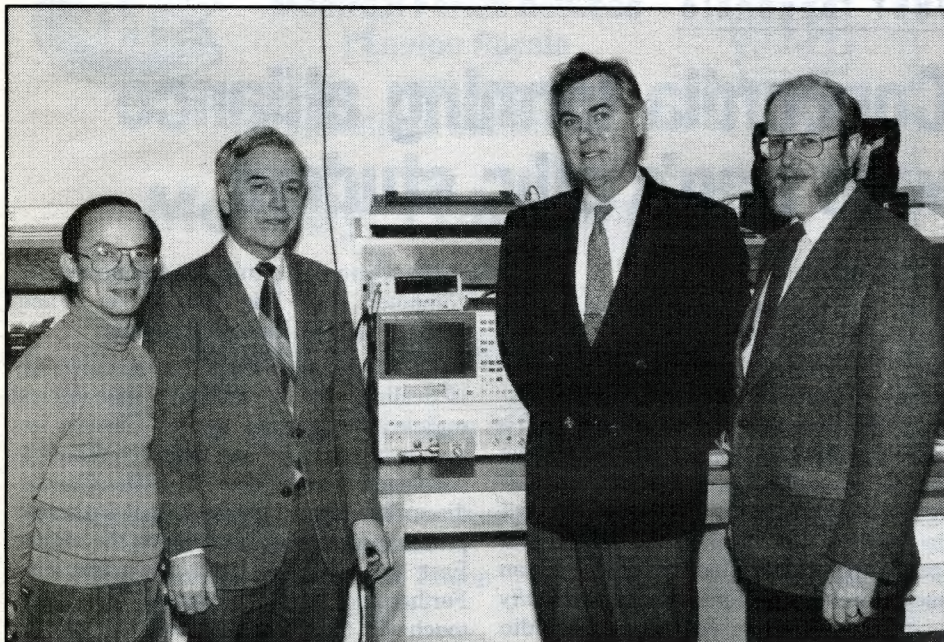
If students and professors enjoy using the games, why aren't more doing so? According to Pasold, who says the use of games has not increased greatly in the last 15 years, it comes down to a question of time.

"It's fairly time-consuming at the beginning," he said. "But as technical and computer literacy improves, I suspect this will change a bit because they have a lot of advantages."

Jain said computer games are used more often at U.S. universities. He agrees with Pasold about the extra time needed to incorporate the games into a professor's workload, adding that Concordia's computer centre needs to become more user-friendly in order to attract more professors.

Professor develops ultrasonic microscopes

The 'waves' of the future



Concordia's Physics Sensor Group was set up to facilitate collaboration on new sensory technology. The four Physics professors who are involved are (left to right) Joseph Shin, Arlin Kipling, Department Chair David Cheeke, and Nelson Eddy.

PHOTO: Edmund Wong

by Janice Hamilton

First there was the optical microscope. Then came the electron microscope. In the future, predicts Physics Department Chair David Cheeke, they will be joined by the ultrasonic microscope, which uses high-frequency sound waves to produce a magnified image.

Cheeke, who came to Concordia in 1991 from the Université de Sherbrooke, has been working on ultrasonic microscopes for the last 15 years. He developed several prototypes at Sherbrooke, and has another model in his lab here: a cylinder about the size of a roll of paper towel, with some small metal parts dangling underneath. The microscope actually contains a transducer — a device that converts radio waves into sound waves — while the lens is a crystal with a spherical cavity.

Similar to the ultrasound equipment available in hospitals, the ultrasonic microscope bounces high-frequency sound waves off the specimen under the lens. The echo that comes back creates an image that can be captured on film. This image can be used to study the properties of materials. And because high-frequency sound waves have

short wavelengths, it is possible to give them a very sharp focus.

One of the key features of the ultrasonic microscope is that it can penetrate below the surface of materials. For example, it can clearly show a small horizontal hole drilled into an aluminum block.

"We can use this for industrial applications, such as looking for cracks and cavities in machinery, or for sub-surface defects in electronic circuits," Cheeke said.

"In principle, the ultrasonic microscope could also be used to examine and detect cancerous tissue in the operating room, since the acoustic properties of cancerous tissues differ from those of normal tissues."

Concordia's is only one of about a dozen labs around the world specializing in this field, said Cheeke, adding that "the ultrasonic microscope is still mainly a research lab tool. These things take a long time. The electron microscope was also in the lab for years before it was commercially available."

Acoustic sensors

Cheeke is also developing acoustic sensors to detect the presence of various chemicals. He coats a plate or membrane with a film of a chemically sensitive substance that absorbs the gas or liquid he wants to detect. When a transducer directs ultrasonic waves at this device, it oscillates at a fixed frequency, like a tuning fork. But if the film has absorbed any of the chemical, it oscillates at a different frequency.

"We want to make a cheap and sensitive sensor to detect carbon dioxide in the air that could be used in environmental studies of indoor and outdoor air quality," Cheeke explained. "We are trying to improve the acoustic device to detect smaller concentrations than is now possible."

Cheeke and fellow Physics Professors Nelson Eddy, Arlin Kipling and Joseph Shin set up the Concordia Physics Sensor Group to collaborate on this kind of project. The group will also team up with researchers at other Canadian universities and in industry, as well as Concordia's Centre for Picosecond Spectroscopy.

A T A GLANCE

by Donna Varrica

This column welcomes the submissions of all Concordia faculty and staff, to promote and encourage individual and group activities in teaching and research, and to recognize work-related achievements.

- *Concordia's Thursday Report* has an editorial board for the first time in its history. The following people have agreed to serve terms on the board, effective immediately until July 31, 1993: Professors **Jon Baggaley** (Chair, Education Department) and **Annamma Joy** (Marketing) are the faculty representatives; **Joseph Hulet** (Mechanical Engineering) and **Linda MacDonald** (Admissions) are the staff representatives; **Daniel Paul Bork** and **Ann Whitelaw** are the undergraduate and graduate student representatives, respectively; and, alumnus **Len MacDonald**, Director of National Issues for Alliance Québec and a former radio news reporter in Toronto and in Montréal for more than 20 years, is the external representative.
- Finance Professor **Wajeeh Elali** presented a paper titled "The Financial Implications of Economic Sanctions Against Iraq" with Professor Amer Alroubie of McGill University at the annual meeting of Allied Social Science Associations in Anaheim, California on Jan. 5.
- At the 43rd Annual Convention of the Society for Clinical and Experimental Hypnosis (SCEH) held in October in Arlington, Virginia, Psychology graduate student **Marie-Claude LaMarche** received the Sherry and Harold Crasilneck Award for the best student paper presented at the SCEH meeting in New Orleans. Her paper was based upon data collected for her Master's thesis, which she successfully defended 10 days after receiving the award. At the same meeting, Concordia alumnus **Robert Nadon**, who is now a professor at Brock University, was made Fellow of the SCEH and an advisory editor of the *International Journal of Clinical and Experimental Hypnosis* (IJCEH).
- Also in the Psychology Department, Professor **Campbell Perry** recently completed a 10-year term as book review editor of the IJCEH and begins a five-year term as experimental co-editor of the same journal. The new book editor is former Concordia professor **Kevin M. McConkey**, who teaches psychology at the University of New South Wales in Sydney, Australia.
- Philosophy Professor **Jack Ornstein** had a double book review published in *Canadian Philosophical Reviews* in October. He also taught a course last fall at Encore, a group of retired people, and is teaching a course in biomedical ethics there in the spring.
- Management Professor **Steven Appelbaum** participated last week in the Periodical Writers Association of Canada's Stay Stress Free in '93 workshop. He gave the presentation "Writers Block: Identifying Stressors and Managing Stress."
- Computer Science Professor **Adam Krzyzak** has been awarded a research fellowship by the Alexander von Humboldt Foundation in Germany, to conduct research for one year at a German institute of his choice. The Humboldt Foundation grants research fellowships and awards to academically trained and highly qualified people to carry out research projects in Germany. Applications are reviewed and winners are selected by the Central Selection Committee, which is chaired by the President of the German Research Society. The Society is composed of 100 eminent German scholars from all disciplines.
- Also in Computer Science, Professors **V.S. Alagar** (Chair), **V.S. Lakshmanan** and **Fereidoon Sadri** organized the Montréal workshop on *Formal Methods in Databases and Software Engineering* held last May at Concordia. It was the first of its kind and attracted participants from several universities. Papers presented at the workshop were edited by Professors Alagar, Lakshmanan and Sadri, and were published as a monograph by Springer Verlag, London. Maurice Nivat, chief editor of the journal *Theoretical Computer Science*, has invited Professor Alagar to be the guest editor of a special volume of the journal devoted to the papers of the workshop. This special edition is expected to be published in the fall of 1994.
- Marketing Professor **Michel Laroche** collaborated with Ghislaine Cestre and Louis Desjardins on an article titled "Current Advertising Budgeting Practices of Canadian Advertisers and Agencies," which was published in the December issue of the *Canadian Journal of Administrative Sciences*.

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LETTERS

to the Editor

Install permanent bike racks: user

To the editor:

It is policy to annually remove and store the only purpose-made bicycle racks available on the downtown campus of Concordia University. This policy, I think is due for a review.

Apparently, the bicycle racks are removed from the Bishop St. side of the Henry F. Hall Building to make snow removal easier. The reasoning is sound — but only for moving the racks from their most recent positions.

It seems to me that we can dispense with the suggestion that bicycle racks are not warranted by winter-time use. Even on cold winter weekdays, all purpose-fit bicycle parking to be had around the Hall Building is taken. You will often see two bicycles locked to each of the parking meters, street signs, and to the few remaining trees on the downtown campus. Shouldn't we take this as a sign that the demand for bicycle racks and designated bicycle parking spaces exceeds the supply?

Could it be that more people do not ride their bicycles in the winter because somebody removes all of the bicycle racks at that time? In short, what is call, and what, response?

I suggest that the University, acting through Security — apparently charged with the responsibility for the bicycle racks — install permanent (year-round) bicycle racks in available space under the overhang of the Hall Building on Bishop and Mackay Streets. I further suggest that space and resources be designated for the same purpose beside and behind the J.W. McConnell Building.

Michael Thibault

Concordia's Thursday Report

Concordia's Thursday Report is the community newspaper of the University, serving faculty, staff, students and administration on the Loyola Campus and the Sir George Williams Campus. It is published 28 times during the academic year on a weekly basis by the Public Relations Department of Concordia University, 1455 de Maisonneuve Blvd. West, Montréal, Québec H3G 1M8 (514) 848-4882. Material published in the newspaper may not be reproduced without permission. **The Back Page** listings are published free of charge. Classified ads are \$5 for the first 10 words and 10 cents for each additional word. Display ad rates are available upon request. Events, notices and ads must reach the Public Relations Department (Bishop Court, 1463 Bishop St., Room 115) in writing no later than Monday noon prior to Thursday publication.

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REAL EDUCATION FOR THE REAL WORLD

JUST laughable

Concordia forming alliance with Iraq's ally: student

To the editor:

Re: "JUST great: Jordan University connects with Concordia" (*Thursday Report*, Jan. 14, 1993). Just great indeed. Our university, in exercising its keen political wisdom, has chosen to form an alliance with a Jordanian university, which will include the transfer of sophisticated Western technology and manufacturing know-how. According to Prof. T.S. Sankar, the project has special importance since "Canada has an interest in keeping Jordan in its *politically neutral, moderating role* in the Middle East."

Politically neutral? Not only is Jordan in a declared state of war with Israel, but it is one of the few countries to stand by Saddam Hussein during the Gulf War, and continues to do so. How shall our University explain to Canadian soldiers — whose lives were on the line fighting Saddam — that Iraq's most prominent ally is now our friend and considered "moderate"?

Jordan provided Saddam with more than political and moral support; when the Gulf war began, Jordanian Hawk missile crews in Iraq (invited in by Saddam to train Iraqi troops) shot down three Allied aircraft. Jordan has also allowed Iraq to move some of its mobile Scud batteries into Jordanian territory at night after they had been fired, so as to keep them out of reach of the Allied air forces.

Since then, according to a recent *Time* article (August 1992): "Thousands of tons of UN embargoed communications gear,

construction parts, military equipment and computers enter Iraq from Jordan to help prop up Saddam Hussein's regime."

It is distressing enough that the university is dealing with a repressive monarchical regime which sided against Canada less than two years ago, and which continues to sabotage UN embargoes. But when Concordia makes absurd claims that it is thereby promoting peace and stability in the Middle East, the university looks downright silly. Furthermore, is our university that out of touch with the world that it fails to gauge the usual application of high technology in that region?

The truth is, we should have seen it coming. Two months ago, a lecture on Jordan and its alleged democratization was arranged by the Vice-Rector, Academic, and the Centre for International Academic Cooperation. On the poster put out by the university, we were told, in full seriousness, that "His Majesty King Hussein is now leading the movement of democracy in the Arab World on behalf of the Arab masses, the deprived and the poor."

It's almost as if the university knew that its dealing with Jordan was wrong, and so pre-emptively, hoped to paint this laughably phony picture.

Hillel C. Neuer
Student, Liberal Arts College
Political Science

Ed. note: A report of that visit is on page 10 of this issue.

Concordia's Thursday Report is interested in your letters, opinions and comments.

Letters to the Editor must be signed and include a phone number. If at all possible, please submit the letter on computer diskette. Limit your letter to 500 words. The Editor reserves the right to edit for space considerations although the utmost care will be given to preserve the core of the writer's argument. Send Letters to the Editor to BC-117, or fax 848-2814. Letters must arrive by Friday noon prior to Thursday publication.

Le programme SYNERGIE du fonds de développement technologique troisième concours

La ministre de l'Enseignement supérieur et de la Science, madame Lucienne Robillard, annonce la tenue d'un troisième concours dans le cadre du programme SYNERGIE qui bénéficie d'une enveloppe budgétaire additionnelle.

Date: La date limite pour présenter des projets est fixée au 26 mars 1993.

Rappel: Le Comité de gestion du programme SYNERGIE tient à rappeler que les dossiers présentés doivent être complets et déposés en deux exemplaires.

Information: Le *Guide pour la demande d'aide financière* et le bulletin qui précise les règles du programme peuvent être obtenus au secrétariat.

Téléphone: (418) 528-0469

Télécopieur: (418) 528-0471

Reggie's Pub to stay open

CUSA slashes services, cuts jobs

by Sylvain Comeau

More than 40 CUSA and CUSACorp employees received their layoff notices this week as part of cost-cutting measures aimed at alleviating the association's financial crisis.

CUSA's offices at the Loyola Campus Centre will be closed as of Feb. 1. Mugshots Café, which is located on the Henry F. Hall Building's sixth floor, will also shut down. However, the adjacent student lounge and Reggie's Pub will remain open.

Operating hours at CUSA's downtown office will be trimmed to 10 a.m. to 6 p.m. from the normal 9 a.m. to 9 p.m. schedule.

CUSA has cut all funding to the estimated 100 clubs that belong to the association. The association's Housing and Advocacy services will be cut by two-thirds, but the Job Bank will remain open.

Members of the Board of Directors discussed the cuts during an in-camera (closed) session of a meeting on Friday, but details were made public only this week.

Concordia officials met with CUSA this week to discuss details of a report prepared by a task force formed at last Friday's Board of Directors meeting to deal with the financial problems.

Piper Huggins, a member of the task force, said the report includes the cost-cutting measures as well as plans to reorganize CUSA's operations to avoid a repeat of the problems addressed in the auditors' report. Huggins added that this part of the report was in response to a request made by Donald Boisvert, Associate Vice-Rector, Services (Student Life) at Wednesday's emergency Board of Directors meeting.

Plans for future

"We want financial and managerial mechanisms in place for the present and the future to avert similar problems. If the same problem surfaced again, it would mean that the controls had failed, and we would do the same thing (withhold fees) again," Boisvert said at the meeting.

Concordia is currently covering CUSA's payroll and has offered to cover the salary of CUSA's bookkeeper, but has refused to hand over January student fees collected for CUSA. Boisvert said Concordia will withhold the \$25,000 in fees from CUSA until the audit is complete.

"Once we see a completed audit, there's still no guarantee that we will be giving CUSA the fees. That depends on what is in the report. What we want is for (the auditors) to be satisfied."

The Board also established Friday, by a vote of 10 for and 2 against, a six-member CUSA committee to facilitate the completion of the audit of CUSA's 1991-92 fiscal year. Head auditor Giovanni Tagliamonti has been unable to complete the audit because of missing financial records, including cheques and invoices.

Tagliamonti also declared at last Wednesday's emergency meeting that funds were misappropriated last year from CUSA. He said that a police report was filed, but there were no suspects.

"We know that a box with between \$1,000 and \$1,500 in rolled loonies was stolen from the office, but we probably won't find out who did it unless someone was dumb

enough to deposit them all the same day in a bank account."

A motion to accept an offer of auditing assistance from the University ended in a deadlocked vote Wednesday, with six for, six against and one abstention. The motion also called for a discussion on further action, including a possible forensic (detailed) audit, once the current audit is complete.

CUSA's bank account was frozen on Jan. 7, apparently in response to a *Gazette* article quoting a preliminary auditor's report sent to Board members in mid-December. The article reported a string of "financial irregularities," including unrecorded revenue and a \$50,000 balance sheet error on the part of CUSACorp, the administrative arm of the association.

CUSA has an accumulated deficit of \$130,000, and is seeking an overdraft from its bank. But Concordia won't guarantee the overdraft, as required by the bank, until the audit is complete.

Nero, Toone in court

While CUSA struggles to stay afloat financially, last year's election controversy has reared its head again. This week, Charlene Nero and Phil Toone face a court challenge to their electoral victory, which became the subject of allegations last February that votes had been added to their tally.

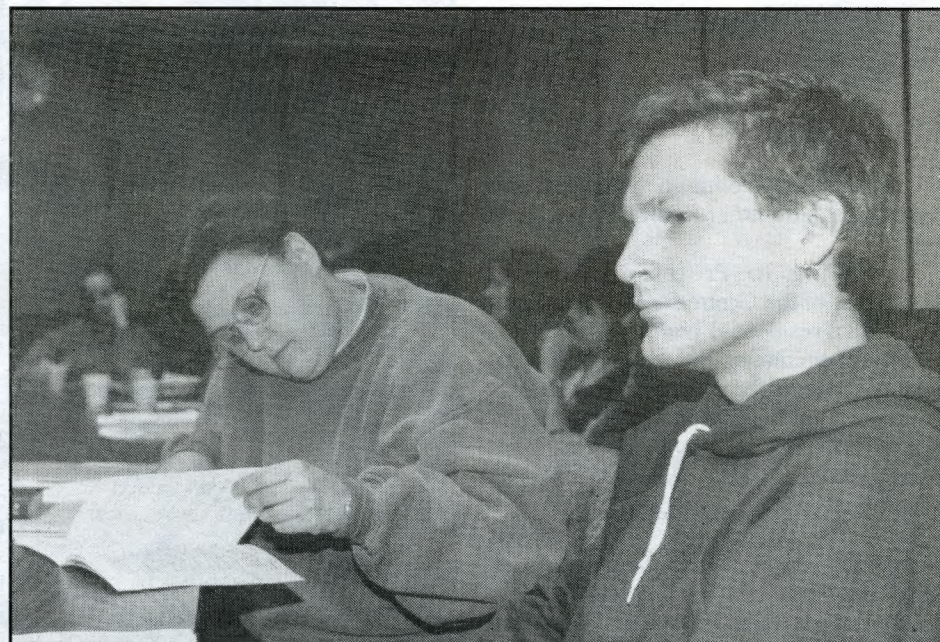
Election runner-up (by 31 votes) Philip Dalton and former CUSA Vice-President Lana Grimes have launched a Quo Warranto motion in Québec Superior Court, which will be heard today and tomorrow.

"Quo Warranto means 'by what warranty do you sit.' We will be challenging the co-presidents' right to have taken office last April 1," Grimes said.

Several witnesses will be called, including elections officer Kenneth Huck, who has been vocal in his criticism of the electoral results since the controversy first erupted.

Nero and Toone obtained a Québec Superior Court injunction in April barring anyone from calling a new vote to replace last February's electoral results. The move was in response to a planned vote called by CUSA's Board.

-SC



CUSA Co-President Charlene Nero consults the CUSA constitution as Co-President Phil Toone looks on.

PHOTO: Marcos Townsend

Concordia's name being dragged through mud

Governors distraught by CUSA's financial troubles

by Ken Whittingham

CUSA Co-President and student governor Charlene Nero last week tried to convince her fellow governors that the financial problems plaguing the Concordia University Students' Association have been blown out of proportion by distorted media reports.

Asking for "patience and a little understanding," Nero told the Board of Governors that CUSA's financial records have been brought up to date; that proper control mechanisms are now in place; and that "CUSA's books" are ready to be audited.

Nero said she hopes the entire controversy (see *CTR* Jan. 21, 1993) is over by the time the governors hold their next meeting, Feb. 17.

Several governors, however, said Concordia's fund-raising efforts would likely be

damaged by published reports of financial irregularities at CUSA, and suggestions were even made that an inquiry be conducted into all aspects of CUSA's administration.

Student autonomy carries with it an obligation to shoulder responsibility, they said, and if that responsibility appears lacking, then CUSA will have to accept the consequences.

"Something is very wrong with CUSA," added former board chairman P. André Gervais. "The association seems to be self-destructing and this (financial controversy) is the last straw."

Irrespective of CUSA's legal autonomy, the University's administration should satisfy itself "that there are no other skeletons in the (CUSA) closet," said governor and General Chair of this year's Annual Giving appeal, Humberto Santos.

Other governors agreed, saying that

See CUSA page 14

Governors "flexible" on time frame for search committee response

Douglass's replacement named to search committee

Civil Engineering Professor Hormoz Poorooshasb has been named to replace the late Matthew Douglass as one of the faculty representatives on the Advisory Search Committee for the Dean of the Faculty of Engineering and Computer Science.

Douglass, a former Chair of Civil Engineering, was one of four men killed in the August shooting incident on the 9th floor of the Henry F. Hall Building.

The search committee is seeking a successor to longtime Engineering and Computer Science Dean M.N.S. Swamy, who announced last fall that he is not seeking reappointment.

In other appointments at last week's regu-

lar monthly meeting of the Board of Governors, graduate student Cecile Sly and undergraduate student Charlene Nero were named to the seven-member Code of Conduct (Non-Academic) Supervisory Board.

The board supervises all aspects of the Code of Conduct (Non-Academic) and, indirectly, the Ombuds Office.

The Governors also approved a name change for the *Prix du département d'Études françaises*, which is awarded each year to the graduate with the highest average in the department.

In future, the prize will be known as the *Prix Paul d'Hollander*, in honour of the respected Études françaises professor who

died last year.

Although there was no formal discussion about the Report of the Ad Hoc Committee on the Revision of the Composition, Rules and Procedures of Evaluation Committees and Advisory Search Committees, the governors did make it clear that no decision will be made at the Board's February meeting about adopting the report's recommendations.

The governors will discuss responses to the report from Senate and Faculty Councils and they will consider how to proceed with the consultation process currently under way at Senate, at the Faculty Councils and throughout the University.

-KJW

Sick building syndrome hits home

by Phil Moscovitch

Canadians are feeling the effects of sick building syndrome at home as well as at work.

According to Professor Fariborz Haghighat of the Centre for Building Studies (CBS), residential buildings produce a variety of pollutants that result in low air quality. He recently chaired an international conference on Indoor Air Quality, Ventilation and Energy conservation, which was co-sponsored by CBS and the Centre de Thermique de l'INSA de Lyon.

Indoor air pollution is often a serious problem in new or newly renovated homes. "Buildings are constructed with a large amount of glass and other compounds that are known to emit gases," Haghighat explained.

"In a residential building, the glue, the varnish, everything produces chemical pollutants in the air."

Some pollutants, like carbon monoxide and carbon dioxide, can be easily dispersed. But formaldehyde and radon — among others — are carcinogenic even in very low concentrations.

Haghighat said the presence of pollutants varies from building to building. It can depend on such factors as the kinds of carpets on the floors, the number of people in a residence, or the presence of a gas stove.

Concordia is at the forefront of research into the off-gassing of materials used in residential construction. CBS is now working on a test chamber that will measure the gases emitted by various building materials. Once it's built, researchers will be able to accurately estimate the ventilation a building will require based on the chemical pollutants its materials produce.

A study conducted by the Centre found that an effective way to rid a building of pollutants was to literally bake them out. "Raising the temperature forces the pollutants to come to vaporization. Then you increase the ventilation and kick them out." The method can eliminate up to 90 per cent of indoor contaminants.

But it's not a method Haghighat recommends. Even though baking out expels contaminants from a building, it doesn't eliminate them. They just wind up in the atmosphere. Haghighat also worries that many builders will use shoddy materials, and then rely on baking out.

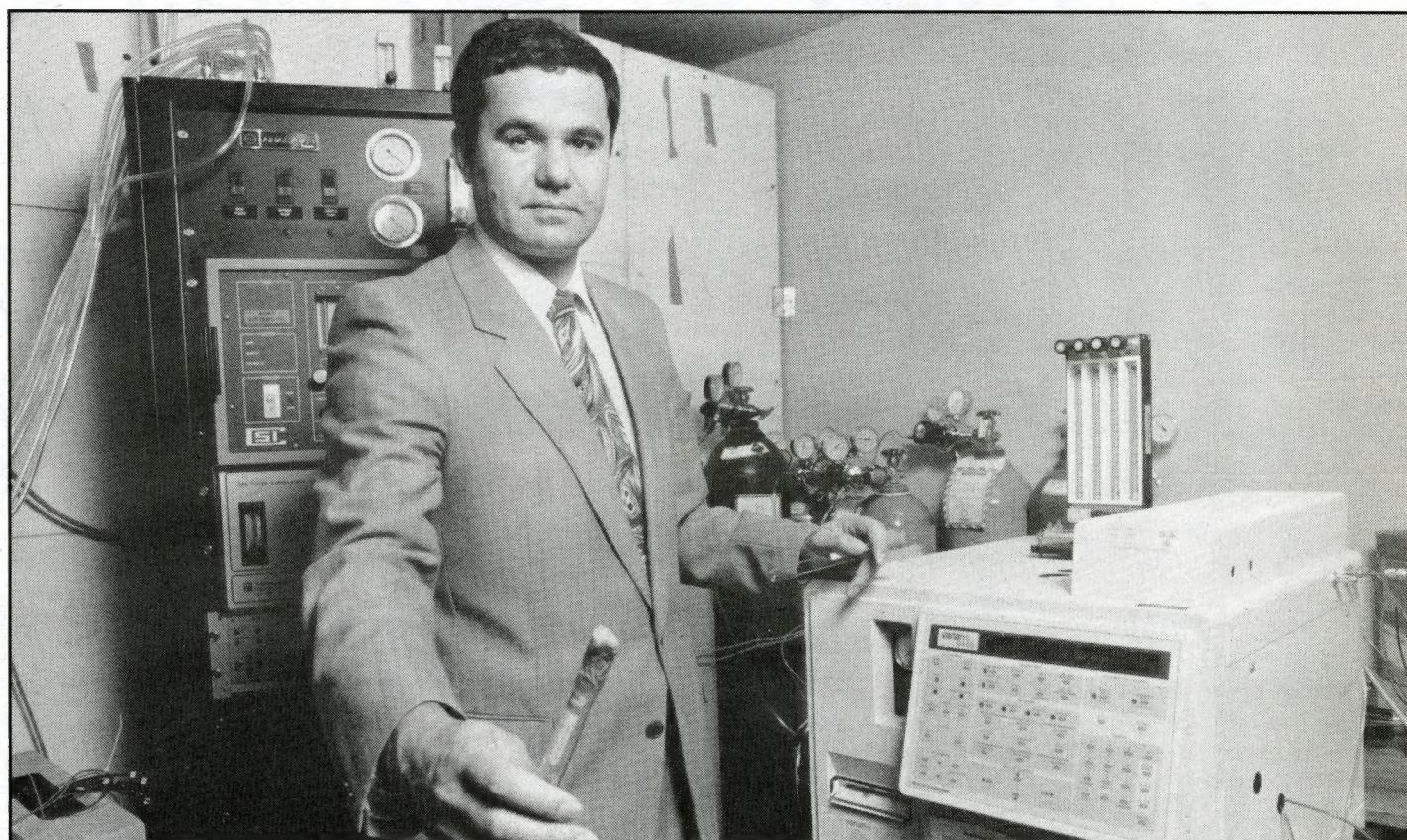
"Rather than trying to select materials that are safe, they will go and select garbage carpets and bad glue and say we'll bake it out after," he said.

Instead, Haghighat said, the focus should be on eliminating the sources of pollution. "We have to encourage industry to produce safe materials; that should be the issue here."

He also pointed out that building codes are outdated. Most were written more than 30 years ago, and since then construction methods have changed. Less fresh air makes its way into today's buildings, and dangerous substances can build up easily in the indoor atmosphere.

Haghighat noted that research into off-gassing could be useful to exporters as well as to ordinary citizens.

"In order for Canadians to be competitive we have to meet requirements set by the



Centre for Building Studies Professor Fariborz Haghighat uses a gas chromatograph to test air inside a building and to measure the quality of fresh air being delivered. The device can measure gas concentrations as low as one-billionth of the total volume of air. PHOTO: Jonas Paparellis

U.S. If you want to sell your carpet in the United States, you'll have to say what kinds of contaminants that carpet may produce."

And businesses that want their workers to be productive should improve the quality of the air in their buildings. "People in these

buildings are all less productive," Haghighat said. "We have to provide an environment in which everyone can work."

Simonne Chartrand studied at Concordia

Québec's own "Mother Courage" dies

Simonne Monet Chartrand died on Monday, Jan. 18, 1993 at the age of 73. Québec society has lost a member whose life is woven into its very fabric; all those across the world for whose rights she constantly fought have lost a long-time friend and ally. And the Simone de Beauvoir Institute of this university has lost its first officially registered student.

Born in November 1919 into an upper-middle-class family, Simonne Monet abandoned very early on the role of a "dutiful daughter" and a life of ease, choosing rather to marry the soon-to-become well-known labour activist Michel Chartrand, whose commitment to social causes was already clearly defined. Together they produced a family of seven children; together, but each in a different way, they shaped a changing Québec society.

One can only perhaps begin to explain Simonne by saying that she was born a militant. She was outraged in her late adolescence to discover that "universal" suffrage in Québec did not include women, and there must be some symbolic significance to the fact that her coming of age in 1940 coincided with women here at last receiving the right to vote. In her youth, while remaining — as she did to the very end — a fervent Christian and Catholic, she was already struggling to reform the Church and Church doctrine from within, a struggle she never abandoned. As a young mother, she helped other young mothers to organize better conditions for themselves. She supported her husband through poverty and prison, because she not only loved him, she believed in and shared his ideals.

Simonne was a co-founder and active

member of a number of associations, including the Voice of Women, a worldwide pacifist organization, whose activities were so important during the Cold War; the Federation of Québec Women, the first feminist association in Québec to cross linguistic, cultural and religious lines; La Ligue des droits de l'homme, whose name she quickly had changed to La Ligue des droits et libertés so that it would be more inclusive.

Studied injustice

Simonne took part in a number of union activities, in commissions set up to investigate various injustices; she worked on a variety of committees. She always avoided election to any official position on these organizations, however, because she wanted to be free at all times to speak out, to express her reservations, to make suggestions. She travelled widely in order to study injustice or to help remove it, and knew so many famous people, including Simone de Beauvoir, who became a friend; they never meant more to her than the women and men she worked with in her daily life.

My "personal" Simonne is all that and more. In the spring of 1978, Concordia University had just announced the opening of the Simone de Beauvoir Institute, of which I was the first and founding Principal. A letter arrived on my desk one morning; it was signed by Simonne Chartrand; the author was asking if she could register in the Institute because she wanted to be part of this unique adventure in favour of women. First the incredulity, then the excitement. It was indeed the heroine of social movements in Québec, and so she became our first offi-

cially registered student. Simonne did not stay to complete a degree; she was not interested in diplomas, but she did stay to take a number of courses, including the first feminist creative writing course in Québec, given by Louky Bersianik. She took part in all our activities while she was a member, and came back at regular intervals for various activities. She always supported the Institute in public and in private, and writes about it in the fourth and last volume of her autobiography, *Ma vie comme rivière*, published last fall. She was my friend.

As a footnote to these remarks about Simonne's involvement in the Institute, I should like to underline the support given to it by the French-speaking feminists in Québec. In that first year alone, the list of students in my class on feminist writing in French read like a roll-call of Québec society. Among the best-known names: Simonne Monet Chartrand; Jacqueline Béique, then in her seventies, who had taken part with Thérèse Casgrain in the struggle for women's suffrage in the 1930s; Monique Roy, the journalist; Jeanne Maranda of MédiaWatch/Evaluation médias; Gail Scott, journalist and novelist; Nadia Ghalem, journalist and novelist; Lucie Lequin, now herself a professor there.

Simonne's health, which had perhaps never been particularly strong, started to fail her some years back. She knew a great deal of pain. In the end, she succumbed to cancer. But until the end she fought on. And that, as a chapter of Québec's history closes, is how she will be remembered: She fought on.

— Mair Verthuy
Études françaises

Venetian writer used reverse sex polarity

Forgotten feminist

by Rachel Alkallay

Quick. Name four important feminists. Gloria Steinem. Betty Friedan. Germaine Greer. Lucrezia Marinella.

Lucrezia Marinella? The 17th-century Venetian philosopher was an important figure in European feminism, according to Modern Languages and Linguistics Professor Fillipo Salvatore, but she has been ignored by the North American feminist movement. This is due largely to the fact that most North American scholars do not read Italian and her work has not been translated.

Salvatore and Sister Prudence Allen, Principal of Loneragan College, have set out to change all that. Working together on the translation of Marinella's major work was a "creative academic experience," Sister Allen said.

Marinella's writings have profoundly affected both professors. Sister Allen found Marinella's "technical arguments showed her wonderful wit" and admired Marinella's intellectual quality — how she was able to use Aristotelian arguments against Aristotle. She is devoting a chapter in her forthcoming book, *The Humanitarian Reformation*, part of her series on women philosophers, to Marinella, while Salvatore is writing the first biography of the Venetian philosopher.

Touch of humour

In Marinella's treatise, titled *The Nobility and Excellence of Women and the Faults and Shortcomings of Men*, which she wrote when she was 29, she identified 35 male shortcomings, refuting Giuseppe Pasi's criticisms of women as "lusty, jealous, ambitious, adulterous, light-hearted, beautiful...and chatterboxes." Using reverse sex polarity as one of her arguments against Pasi's attack, Marinella, with a touch of humour — which was her trademark — soundly put men in their place.

Marinella's father encouraged the development of her intellectual potential, and her position in the nobility assured that she



Lucrezia Marinella

would be heard, and not ostracized.

Marinella viewed beauty as superior, and stated that women must not deny their own beauty. She found passages from the Church fathers to corroborate women's rights to "prettify" themselves.

The intellectual elite of the day were capable of understanding what Marinella was trying to do, and they embraced her as part of their society, in the more liberal atmosphere of the day. Her treatise was well-accepted, and went into several printings throughout her lifetime. Marinella was aware of her unusual position, fully realizing that she was an exceptional woman.

In crediting Marinella for her intelligence and insightfulness, Salvatore stressed that two other women Venetian writers contributed to the Italian Renaissance in some way: Margherita Sarrocchi and Sara Coppia Sulam. He emphasized the importance of looking at the Italian Renaissance as well as the French and English Renaissances, when searching for the origin of Western ideas.

A collaborative article on Marinella will appear soon in the magazine *Renaissance and Reformation*.

NAMES IN THE NEWS

by Barbara Black

Concordians appear in the media more often than you think! Some make news, while others shape public opinion. We monitor newspapers, radio and television across Canada and beyond to bring you this sampling.

When **Glenda Simms**, president of the Canadian Advisory Council on the Status of Women, came to Concordia's memorial service commemorating the third anniversary of the École Polytechnique massacre, she spoke out strongly against violence toward women: "Get out of here and make a difference, wherever you are." Her message was reported in newspapers across Canada, 26 at last count.

David Ketterer (English) knew that the American humourist Mark Twain visited Montreal 111 years ago, and made several speeches to large, appreciative audiences. Several of the speeches are well documented, but while looking through *Gazette* archives, Ketterer unearthed a report on one which had been overlooked, and was interviewed by the CBC about his discovery.

Who is this Bram Stoker, and how did he help Francis Ford Coppola make a movie? **Lewis Poteet** (English) told CJAD's Melanie King about the enduring appeal (to some) of horror stories, of which Stoker's *Dracula* is the nonpareil.

Vandals recently made off with the head of Sir John A. MacDonald. The statue of Canada's first prime minister stands (still headless) in Dorchester Square in downtown Montréal. **François Cloutier**, who works in the basement foundry of the Visual Arts Building, was asked by CBC's *Radio Noon* whether a new head could be fashioned and affixed to Sir John's bronze body. He provided listeners with a fascinating glimpse into his work as a sculpture technician, bridging art and metalurgy.

Pink construction toys are a new gimmick, and while toy manufacturers play innocent — "Pink is fashionable," said one — and consumer watchdogs minimize the trend, some feminists aren't so sure. **Dana Hearne** (Women's Studies), told *The Gazette* that toys such as the new pastel Lego set, which builds a trendy villa with a balcony and pool, exploit and undermine women. Boy toys suggest power and male dominance, she said, while girl toys like the pink blocks suggest inferiority. Her remarks were reprinted in a dozen newspapers across Canada, including the *Edmonton Sun*, whose Lifestyle editor snorted in Hearne's direction, "Give me a break!"

L'Express de Toronto devoted a two-part series to *Paroles Rebelles*, a book about revolutionary women of the past. It was published by Éditions du remue-ménage, and written and edited by a dozen Canadian scholars, all women. Among them is **Maïr Verthuy** (Études françaises). The reviewer, Mireille Desjarlais-Heynneman, called it "éminemment lisible. Mon attention n'a pas flanché!"

Remember **Carolyn Gammon**? Her objection to becoming a "Master of Arts" led to a search for gender-neutral degree nomenclature. (The University rejected her suggestion, Mistress, and settled on baccalaureate and magisteriate as alternatives to BA and MA). Gammon has just published her first book of poems, *Lesbians Ignited*, and the London (Ont.) *Free Press* published an article about her when she appeared in that city to give a reading. Unfortunately, the newspaper reported that one of the options for Concordia graduates was to be granted a "gammon magisteriate."

Congratulations to **Laurie Radford**, who teaches part-time in Music. This summer he won the \$10,000 1992 SOCAN Award for *Origophonie*, a work for two 12-voice choirs, six percussion and tape. *Canadian Composer* published an extensive profile last October of Radford, who was born in Brandon, Man. and is completing a doctorate at McGill.

Sherry Simon (Études françaises) was quoted in a feature article in *Le Devoir* about the pitfalls of being a translator. She explained that French translators have a particularly strong tradition of altering the literal meaning of texts to make them read more beautifully; stronger, for example, than English translators.

Lisa Hollinger (Executive MBA) did a survey of Montréal family businesses and discovered that daddy's little girl doesn't stand a very good chance of stepping into his size 12s. Those women who do join the family firm could have got good jobs elsewhere, and may have had to talk their parents into giving them the job. Her findings were reported in two mass-market magazines, *Canadian Living* and *Elle Québec*, which gave it the headline, "Papa a raison."

Patricia Morley, Professor Emeritus of English at Concordia (now retired) and author of several acclaimed biographies, was the subject of a light-hearted article in the Saskatoon *Star-Phoenix* about her recent plunge into the world of word-processing. The *Star-Phoenix* reports that Morley, who spent 15 fruitful years here, was recently made a "Doctor of Sacred Letters" by Thornloe College, at Laurentian University in Sudbury. She is currently working on a book about Japanese women.

See NAMES on page 16

SCHOOL OF COMMUNITY AND PUBLIC AFFAIRS

Panel Discussion on Native Self-Government

PANELISTS:

JOE NORTON, Kahnawake Band Council Chief

BILL MONTGOMERY, Chief of Staff, Assembly of First Nations

MICHAEL WHITTINGTON, Professor, Political Science, Carleton University

ROYAL ORR, Broadcaster, CBC Radio

JENNY JACK, Native Activist

Wednesday, Feb. 3, 1993

6 p.m. to 8 p.m.

Henry F. Hall Building

Alumni Auditorium (H-110)

Hussein is Jordan's best hope for democracy: Al-Bakhit

by Mariangela Vincenzi

King Hussein's active commitment to the democratization of Jordan came in for high praise in a speech given last fall by Mohammad Adnan Al-Bakhit, president of Jordan's Mu'tah University.

Hussein sees Jordan as "a country with a mission, not a country scared of its borders," Al-Bakhit said.

"It is a country for all people, not for a single family, a single party or one minority. He does not see Jordan's future in isolation from the world."

However, the road to true democracy is not without obstacles, Al-Bakhit added. Problems range from the disapproval of some of Jordan's neighbours to widespread apathy toward parliamentary democracy among ordinary Jordanians.

Al-Bakhit provided his listeners with a historical overview of the region, going back to the end of the Ottoman Empire and touching on current Jordan-Palestinian relations.

His lecture was followed by an hour of



questions and remarks from the audience, which included Jordanian ambassador Hani Khalifeh and a representative from the Russian consulate in Montréal.

The speech was organized by Concordia's Centre for International Academic Co-operation (CIAC), which held six lectures in 1992. CIAC Director Bruce Mabley said he has been "inundated with requests" for a similar series in 1993.

Concordia's International Programme Officer Marie Berryman (far left) and the Director of the Centre for International Academic Co-operation, Bruce Mabley, were on hand to welcome His Excellency Hani Khalifeh, Ambassador of the Embassy of the Hashemite Kingdom of Jordan, Dr. Mohammad Adnan Al-Bakhit, President of Mu'tah University, and Dr. Kamel Allouni, President of the Jordan University of Science and Technology.

PHOTO: Mariangela Vincenzi

Human rights abuses must end: law professor



Ecuadoran statesman Julio Prado Vallejo came to Concordia last fall to talk about human rights abuses.

PHOTO: Mariangela Vincenzi

The world's democracies should not be afraid of intervening in the internal affairs of other countries to stop the abuse of their citizens.

International human rights may take precedence over the principle of non-intervention, according to Ecuadoran statesman Julio Prado Vallejo. His lecture, delivered last fall at the University, was sponsored by Concordia's Centre for International Academic Co-operation.

Vallejo is a professor of international law at the University of Quito (Ecuador), and

was foreign affairs minister of his country in the 1960s. He is also a member of the United Nations' Human Rights Committee.

"If we want to defend human rights and promote them, we have to promote democratic systems through multilateral action — if necessary," he said.

"It is a frightening irony that at the end of the twentieth century, while the wishes of ordinary people are for peace and justice, an ethical balance between civil and political rights, we see an ascending spiral of violence in many parts of the world." —MV/BB

Chemistry professor discusses 'blast' from the past

by Tom Donovan

Chemistry Professor Mark Doughty discovered "this awesome universe of ours" about 12 years ago.

"I'm not talking about the size, but the unity of all things, from the sub-atomic particle to the universe as a whole," the Loneragan fellow said recently at a lecture titled "The Big Bang and All That."

"Einstein said the most incomprehensible thing about the universe is that it is comprehensible. Since that day, I have had an ongoing love affair with the universe, with this physical reality in which we live. It's a rather large love."

The man who describes himself as "a humble organic chemist doing small scale experiments" began teaching at Loyola College in 1963 and served as chair of the Chemistry Department from 1970 to 1977.

Doughty kicked off his lecture by summarizing developments in astronomy in the first half of the century. Two events mark the period: Einstein's general theory of relativity in 1915 — doomed to the scientific slagheap because it was falsely predicated on the assumption that the universe was static — and Hubble's discovery in 1929 that the universe was not static, as Einstein had believed, but was expanding.

"By the 1950s, a sharp division emerged between 'steady-state' theorists, those who believed the universe was expanding because new matter was continually being created, and those who stated that the universe began at a single, highly-compressed point in time — the so-called 'big bang.'"

"The discovery of 'background radiation' by Penzias and Wilson in 1963 sank the steady state theory forever. As so often happens in science, you're looking for one thing and quite by accident, you stumble upon another. They were doing a routine exploration on a radio-telescope and they couldn't

get rid of all the noise. Then it dawned on them: the microwaves that produced this noise were relics of the big bang, that explosion way back in time when the universe was infinitely denser and hotter."

By rolling the film back, scientists estimated that the universe was roughly 15 billion years old. What's more, the heat generated by this background radiation is three degrees above absolute zero, exactly what Penzias and Wilson predicted.

"If you want to see background radiation, all you have to do is turn your television on at the end of a programming day: 10 per cent of the dots on your screen are vestiges of something that happened 15 billion years ago. Now, hardly anyone disputes the notion of the universe beginning with this initial fireball."

A tiny fraction of a second after the big bang, the universe suddenly mushroomed, growing from the size of an atom to the size of a small grapefruit.

"Big deal, you may say, I get tomatoes in my garden that double their size overnight. But let's not forget, a grapefruit is trillions and trillions of times bigger than an atom."

Galaxies are not, as was believed, moving away from each other, but it is space itself which is expanding.

"If you think of it as a rubber sheet expanding in all directions, imbedded in this sheet are spiral galaxies and other sorts of nebulae. As the sheet expands, they are pulled apart. There is no expansion inside the galaxy. Neither is there expansion from a central point; galaxies are only expanding relative to each other."

Last April, NASA's Cosmic Background Explorer (COBE) blasted beyond the earth's atmosphere to study the universe as far back as 300,000 years ago, but no further, because beyond that, the universe is opaque.

"What they wanted to find out was whether the universe was as smooth as theory had predicted. What they needed was an

See GALAXY page 16

\$40,000 raised to date

Concordians have affinity for MasterCard

More than 5,100 Concordia students, staff and alumni are now Affinity credit card-holders.

The Concordia/Bank of Montréal Affinity MasterCard Programme was launched in the spring of 1989 with the goal of generating more revenues for Concordia. The University receives a percentage of every sales transaction or card-renewal fee from the bank.

After three-and-a-half years in operation, Concordia's affinity card programme ranks sixth among the 39 Canadian universities that have affinity cards.

The programme has raised \$40,000, of which the first \$20,000 in proceeds have been disbursed to the following areas: \$10,500 to the new downtown library for a CD-ROM workstation; \$1,500 to the library for a study station for the disabled; \$3,000 to the University Archives for an electronic keyboard for music researchers; and \$5,000

to the Financial Aid Office to establish an emergency bursary fund for needy students.

Last year, an affinity card advisory committee was struck to oversee the disbursement of funds. The membership includes two alumni, the Dean of Students, and a student representative. The Director of Alumni Affairs chairs the committee. The criteria established for determining support were that the revenues be used to fund projects which enhance student life and that these projects are not initiatives covered by normal operating budgets. It was also decided to fund a variety of projects.

A second disbursement of funds is scheduled for this spring, with submissions now being accepted from student associations, organizations and Faculties. All faculty and staff will be receiving an application through internal mail. For more information, call the Office of Alumni Affairs at 848-3818.

-DGV

Apply for card, win a prize

A contest will get under way Feb. 1 to encourage Concordia faculty and staff to apply for the credit card. Applications will be mailed to all faculty and staff members via internal mail. For more information, call the Office of Alumni Affairs at 848-3818.

Ten \$25 gift certificates for merchandise at the Concordia bookstore will be picked at random from the applications received. An additional \$200 in gift certificates will be awarded to the department with the most

applications received.

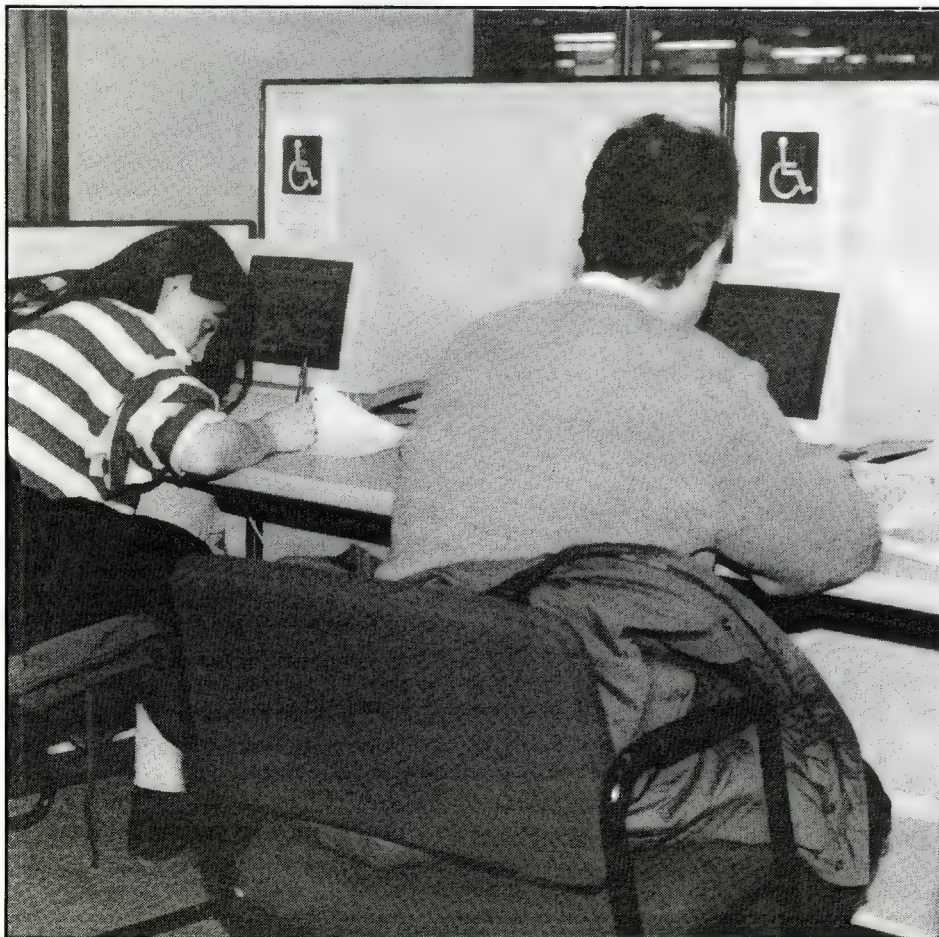
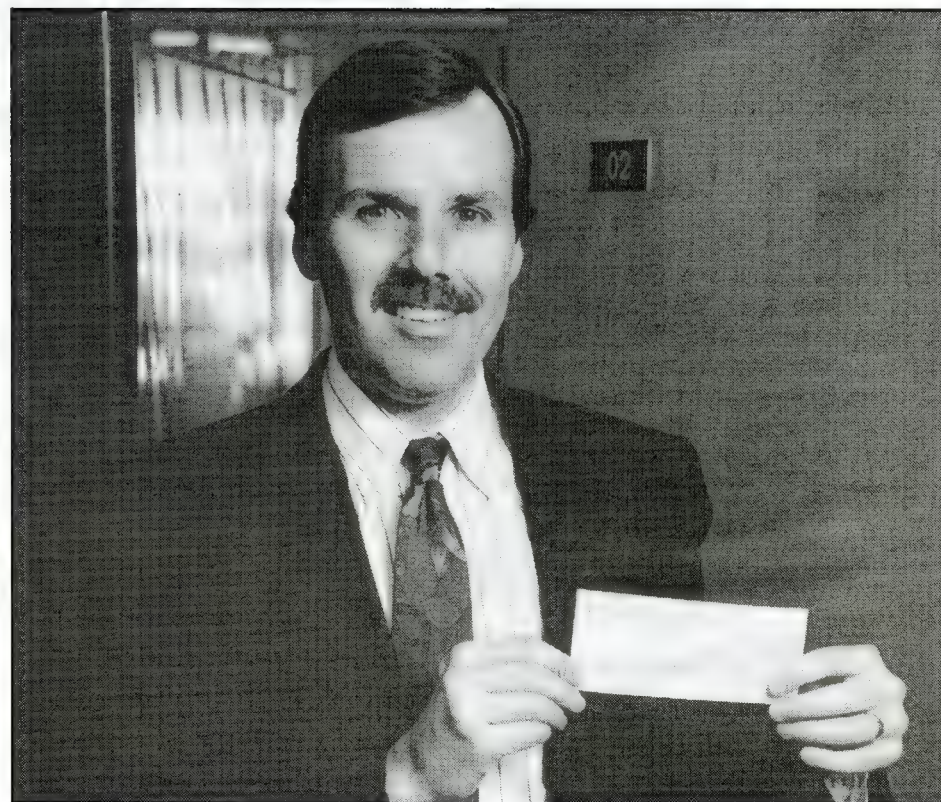
The contest will be open to all employees, full- or part-time. Attach a coupon stating your name, department or unit, telephone number or local to your sealed application form and return it to the Office of Alumni Affairs, Attn.: MasterCard contest, BC-101.

Prize winners will be announced in the March 4 issue of *Concordia's Thursday Report*.

-DGV

(Clockwise, from top right): Alumna Sophie Probonas (BA 1987) is the Concordia MasterCard's 5,000th cardholder. She received a \$100 gift certificate from the Bank of Montréal's MasterCard Division and an additional \$100 gift certificate for the Concordia Bookstores from the Alumni Association; Roger Côté, Director of Financial Aid and Awards, holds up a \$5,000 cheque which will be used to establish an emergency bursary programme for needy students; Nancy Marrelli, Archives Director, displays an electronic keyboard which will be used to conduct music research; and students use newly installed study stations in the R. Howard Library downtown, adapted for use by disabled students.

PHOTOS: Susan Mintzberg



Six-week programme takes students to Italy's Molise region

Southern exposure

Recognizing that the roots of so many Montrealers of Italian heritage are in the Molise region of Italy, the Faculty of Arts and Science has organized a summer school there in May.

Imagine six weeks in Southern Italy soaking up the culture of Molise. Fifteen lucky people won't have to imagine. The summer-school programme, dubbed Samnium '93, is the first attempt at scientific co-operation between the recently created Università del Molise and Concordia.

Six themes will be addressed in the programme: history, jurisprudence, agriculture, environmental studies, literature and the artistic heritage of Molise.

The programme is open to all Canadian university students, but preference will be given to students who are of Molisan origin and are capable of understanding Italian.

A three-member committee will choose the 20 students who will each be awarded \$3,000 scholarships. Students will stay in Campobasso, the capital and largest city in the region, and in Termoli, the resort city situated on the Adriatic Coast.

For more information, call the Department of Modern Languages and Linguistics at 848-2310.

The deadline to apply is March 28. All applicants should include a one-page statement of the reasons why they wish to attend Samnium '93.

- DGV



The four people who were instrumental in developing Samnium '93, the six-week summer school in the Molise region of Italy: (left to right) Antonio Del Torto, regional Minister for the *Formazione Professionale, Turismo ed Emigrazione, Regione Molise*; Gail Valaskakis, Dean of the Faculty of Arts and Science; Filippo Salvatore, Modern Languages and Linguistics Professor, and Director of Samnium '93; and Florence Stevens, Vice-Dean, Curriculum and International Co-operation, Faculty of Arts and Science.

More than 3,000 donors have already pledged

Annual Giving inching toward \$1 million in donations

This year's Annual Giving Campaign is close to the \$1 million mark. More than 3,000 donors have pledged \$984,414. These include individuals from within the University community and alumni, as well as corporations and foundations. So far, 58 per cent of the 1992-93 objective of \$1.7 million has been met.

The funds have been raised in a variety of ways. More than 400 Shufflers raised almost \$28,000. The actual amount of pledges was more than \$30,000, but not everyone has paid. If you happen to be one of those, it's never too late to make that contribution.

Payroll deductions

Last fall's Faculty and Staff Appeal raised \$40,036 from 209 donors, the majority contributing through payroll deduction. This option has proven very popular among faculty and staff. Almost half of these have chosen the continual deduction plan, which means the donor no longer receives an annual appeal. That way the contribution keeps working for Concordia. The pledge remains in place until the donor changes it, if she/he so chooses.

While this is a positive start to the campaign, the University can still use a boost. Raise the participation rate by filling out a pledge card. No amount is too small.

For more information, call the University Advancement Office at 848-4856. - DGV

ANNUAL GIVING 1992-1993 PHONATHON Phoning home

Concordia needs your telephone skills and powers of gentle persuasion.

The University is welcoming any and all faculty and staff members, alumni, students and friends to staff the phones during the Fifth Annual Alumni Phonathon.

The event will take place March 21 to 24, from 3:30 p.m. to 8 p.m. the first day, and from 5 p.m. to 9:30 p.m. the three remaining days. More than 260 volunteers will be contacting about 12,000 graduates in an effort to seek their much-needed financial support, but also to tell them about the annual Homecoming celebrations.

Reserve now

Those interested in meeting the challenge, as well as participating in an evening of food, fun and prizes, are urged to reserve their "calling station" now. Call Gabrielle Korn, Assistant Director of Alumni Affairs, at 848-3817 to make arrangements.

The Phonathon will be held at the offices of Bell Québec, located at 3400 de Maison-neuve Blvd. W, near Atwater Metro. - MO

Gun petition gathers support

The University has amassed about 110,000 signatures on its national gun control petition drive, which was launched last fall.

More than three dozen organizations, institutions and schools across Canada are supporting Concordia's petition to ban the private ownership of handguns.

They are: Canada Safety Council, City of Westmount, Québec Association of Independent Schools, Selwyn House Association, St. George's School of Montréal, the Sacred Heart School of Montréal, the Study, Trinity College, Marianapolis College, Nova Scotia College of Art and Design, Collège Dominicain de philosophie et de théologie, Carleton University, École des Hautes Études Commerciales, McMaster University, Memorial University of Newfoundland, Ryerson Polytechnical Institute, Saint Mary's University, Technical University of Nova Scotia, Université de Montréal,

Université du Québec (École nationale d'administration publique), Université du Québec à Montréal, Université du Québec à Rimouski, Université du Québec à Trois-Rivières, University of Regina, Université de Sherbrooke, Wilfred Laurier University, Association of Universities and Colleges of Canada, Canadian Association of University Teachers, Conférences des recteurs et des principaux des universités du Québec, Canadian Home and School and Parent-Teacher Association, University of Ottawa Students' Federation, Ottawa Presbyterian United Church Women, North End Community Health Centre, West Island Senior Enterprises and Ville Marie Social Services Centre.

Student volunteers are needed to work on the petition for the ban of handguns. Anyone who is interested should call Maureen Gittens at 848-4878.

- MO

Next week in CTR

- How does Concordia keep students from failing
- A film about Moosejaw gets a Concordia screening
- A Theology professor is invited to the Ukraine to teach the subject for the first time since the 1917 revolution.

'Even-handed programming de-rigueur'

'Culture of caution' plagues CBC

by Tom Donovan

When the History Department occupied Loyola's Centennial Building, History Professor Robert Tittler said bumping into faculty from the Departments of Philosophy, Political Science or Sociology and Anthropology was like bumping into a neighbour on the way to work — friendly but fleeting.

That changed when the four departments moved to the extension of the Vanier Library on the Loyola Campus in September 1990. To mark the move to closer quarters, Tittler spawned an informal seminar series to generate discourse between faculty in these departments.

Billed as the Friday Brown Bag Series, as many as 40 faculty and students have toted lunches to the lounge to participate in the series. Late last semester, History Professor Mary Vipond became the 19th faculty member to deliver a lecture. The topic: "Who Pays for Broadcasting?"

Public good

"Broadcasting is what economists call a 'public good'," said Vipond, the author of a recent book called *Listening In: The First Decade of Canadian Broadcasting 1922-1932*. "Because it isn't paid for directly by the audience, broadcasting isn't governed by the same supply/demand/price assumptions as other goods. Broadcasting is also a 'merit' good. Profitable or not, every country wants it because its role is more than just financial. It plays a national, political and social role as well, as the recent stink over the CBC's *The Valour and the Horror* shows."

Financing, she said, depends on ownership.

"Taxes pay for broadcasting in government-owned systems, advertising pays for broadcasting in privately-owned systems, 99 per cent of the time," Vipond said. "Institutional financing and receiver licence fees have also been used to pay for broadcasting."

In Canada, every major financing method cited by Vipond has been used at one time or another. In the early years, institutions, newspapers and businesses used radio as a publicity medium.

By the early 1930s, Vipond said, three factors were instrumental in establishing a national broadcasting system.

- the increasing cost of radio exceeded ad revenues
- outside of large cities, broadcasting did not generate much revenue
- national American radio networks like CBS and NBC began to vie for the attention of Canadian listeners

"The CBC was set up primarily for nationalistic reasons," Vipond said. "But the system greatly resembled NBC and CBS — it was a central program-creating and network-organizing body. It owned and operated a few stations, but mostly bought time on affiliated private stations to air programs."

Radio licence fees were unpopular in the beginning, partly because people had access to cost-free radio from the United States.

"In the minds of most, the idea of financing privately owned radio with public



History Professor Mary Vipond was the 19th lecturer in the Friday Brown Bag Series. Her topic explored the costs of broadcasting and what the national network means for Canadians.

PHOTO: Jonas Papaurelis

money was anathema," she said. "Even when the fees were funnelled into public broadcasting, advertising remained a steady source of income."

The dawn of the Canadian television era in the early 1950s painted the same picture in sharper relief. To finance the much greater cost of TV, the CBC advocated a licence fee of \$15, up from the \$2.50 exacted to pay for radio. But the government, finally bowing to political pressure, scrapped the fees altogether in favor of straight statutory grants. To this day, the CBC depends on the government for 80 per cent of its operating costs, while the remaining 20 per cent is generated by ad income.

Vipond said the flap over *The Valour and the Horror* has a lot to do with how broadcasting has been financed. Receiver licence fees and straight federal grants make people and politicians demanding, she said.

Power of TV

"A sort of culture of caution has been created at the CBC, where even-handed programming is de rigueur. But the controversy also testifies to the power of TV. No one would have raised an eyebrow had the same portrayal been made in print."

Despite the belief that the CBC is a good example of government funding not politicizing broadcasting, Vipond said the CBC has caved in to heavy political criticism.

"This lends credence to the argument that the CBC, partly because of financing patterns, has become a steward of the state rather than an ambassador of the people."

Beliefs in the '30s based on delirium

Lionel Groulx was a fascist: Laval graduate

by Phil Moscovitch

The nationalism promoted in the 1930s by influential Québécois like the editors of *Le Devoir* and Lionel Groulx was "violent, anti-democratic, and deeply nihilistic," said Laval University graduate Esther Delisle.

Groulx, she said, was "a fascist. He believed in the pure race in the early days of New France."

Delisle, who recently received her doctorate in political science, spoke last Thursday to about 60 people at the Henry F. Hall Building on the subject of "The Traitor and the Jew: Anti-Semitism and Fascism in Québec in the 1930s."

The lecture was sponsored by Concordia's History Department.

Delisle said that the anti-Semitic and fascist beliefs held by Groulx and other intellectuals were based on "delirium," and that the stereotyped French Canadians and Jews "they were vilifying didn't exist."

Groulx, Delisle argued, held a mythical view of Québec history, in which the pure French Canadian race of colonial times was traumatized by the Conquest of 1760, and became a corrupted shadow of its former self. She said that Québécois in Groulx's writing are consistently portrayed as traitors to their race.

"Just about everyone is threatened with

anathema and excommunication: businessmen, workers, professionals, farmers," Delisle explained. "To be a member of the Rotary Club was a sin. It was part of the delirium. Everything was a sin, no matter how trivial."

At the same time, Jews were seen as "microbes" and as enemies of the French Canadian race. She quoted an article from *Le Devoir* which suggested that all Jews be deported from Québec. She also came across descriptions of Jews which characterized them as dirty and criminal, and as enemies of civilization. "It is a gutter ideology that leaves the reader flabbergasted," Delisle said.

In this mythical view, order would be restored in a future, fascist Québec. "The only examples provided of the paradise to come are fascist dictatorships or right-wing authoritarian states," Delisle noted. She also pointed to an article published in the magazine *L'Action Nationale* in 1935 which, she said, "talks about the beauty of Nazi Germany."

Delisle's conclusions were based on an analysis of writings by Groulx, books and booklets published by the organization Jeune Canada, and more than 1,200 articles from *Le Devoir* and *L'Action Nationale*.

The fascist ideology these groups promoted never caught on because, Delisle said, "on the whole, French Canadians didn't recognize themselves as the traitor,

See NATIONALISM page 16

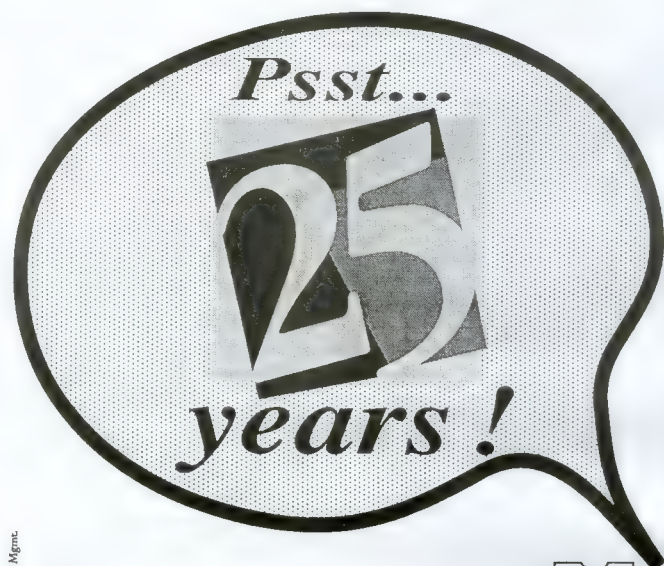
James Lyng High School

Open House Gala Evening Information

James Lyng High School
Friday March 26, 1993
7:00 pm
Free admission

James Lyng High School
Saturday March 27, 1993
6:00 pm
Tickets \$ 20. per person

Call Mary Forte Sposato
at (514) 366-9697
or fax, (514) 744-3873
RSVP by February 17, 1993



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25th anniversary reunion for
all graduates & faculty members from
1967 - 1992



Loneragan University College announces a Public Lecture

by

Ernan McMullin

O'Hara Chair of Philosophy and Director,
Program in History and Philosophy of Science
University of Notre Dame

"God and Cosmology"



Gustave Doré, 1861.

Monday evening, February 1, 1993
8:30 - 10:30 pm
F. C. Smith Auditorium
7141 Sherbrooke St. W.
Loyola Campus

Professor McMullin is author of:
Newton on Matter and Activity
Construction and Constraint
The Shaping of Scientific
Rationality
and editor of:
The Concept of Matter
Galileo, Man of Science
Evolution and Creation
The Philosophical Consequences
of Quantum Theory

and also announces a Seminar

"Galileo's Conception of Science"

10-12 am Monday morning
February 1, 1993
Loneragan University College,
Room 101
7302 Sherbrooke St. W.

Co-sponsored by:
Italian Cultural Institute
Department of Modern Languages
Department of Philosophy
Department of Religion
Department of Theological Studies
Science College



Board members demand co-presidents' resignations

Five members of CUSA's Board of Directors are calling for the resignation of co-presidents Charlene Nero and Phil Toone.

Annick Robinson, one of the Board members, said "CUSA has turned into a living nightmare" as a result of the financial irregularities discovered in CUSA's 1991-92 books by Arthur Andersen & Co.

In a two-page letter circulated this week, the Board members say they have "lost confidence" in the co-presidents.

Robinson also said the Board was in-

formed much too late of the financial problems, which included unrecorded stashes of money and missing cheques.

The Board members had planned to ask for the co-presidents' resignation at yesterday's Board meeting. If Nero and Toone refuse to resign, the Board may be forced to take other steps, Robinson said. However, she refused to be specific.

"Either they come up with some miracle solution or they resign," Robinson said.

-MO

Association doesn't represent all students

ECA, CASA discuss fate of CUSA

Two student associations have joined forces to discuss the future of another student association: CUSA.

A document published by the Engineering and Computer Science Association (ECA) and the Commerce and Administration Students' Association (CASA) complains that despite the decisions by CASA and ECA to secede from CUSA, "CUSA still attempts to represent the whole student body."

"We believe that CUSA is not fulfilling

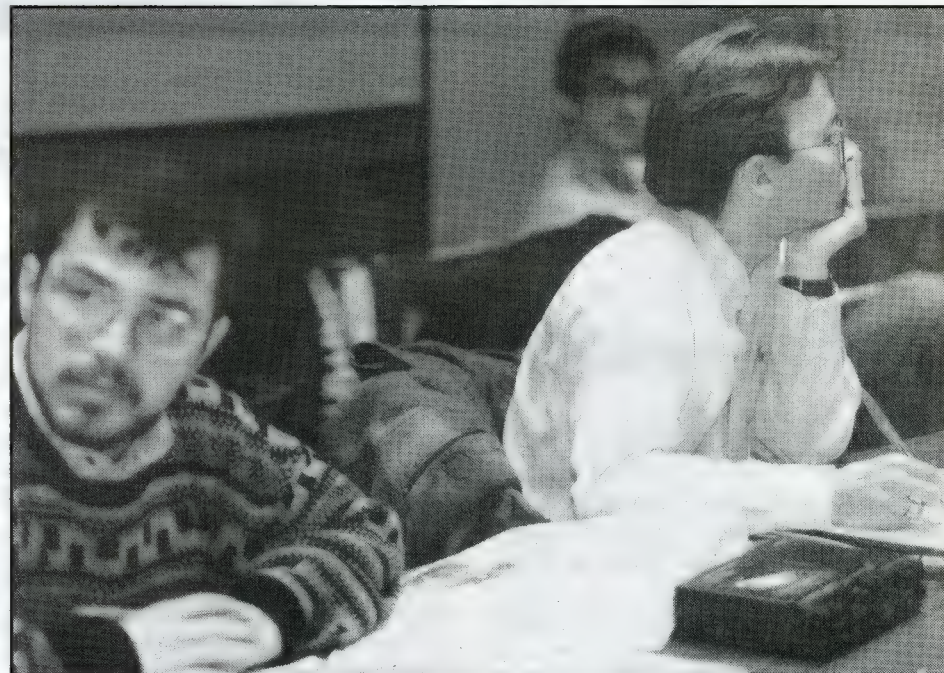
the mandate of student government, as it is not providing a unified student voice nor is it providing the services required by all the students. We believe that a time for change has come."

The first meeting was scheduled to take place this morning.

For more information, contact Daniel Leibu at 848-7408 or Nick Kaminaris at 848-7464.

-MO

• CUSA continued from page 7



Two members of CUSA's Board of Directors, Hernani Farias (left) and David Parent (right), watch the proceedings unfold at an emergency meeting of the Board last Friday. PHOTO: Marcos Townsend

CUSA and the administration should "act quickly and effectively to satisfy all requests from the auditors."

Student governors from the Faculties of Commerce and Administration and Engineering and Computer Science said that many of their constituents are dissatisfied with the existing power-sharing arrange-

ments between their Faculty associations (CASA and the ECA, respectively) and CUSA.

They said proposals are being considered for alternate governing models involving a federation of student associations that would represent all undergraduate students at Concordia.

• TOBOGGAN from page 3

but wet — did not affect toboggan performance. "It was an excellent track."

Centre for Building Studies Professor Claude Bédard served as a judge, while Danny Roy and Rocco Lombardo, technicians in the Civil Engineering Department labs, provided technical assistance in the construction phase.

Yee said the experience was a positive one for everyone involved. "Teamwork on this project was phenomenal. Everyone knew what had to be done, and we just did it."

• LIN from page 3

"one of the high points of my life. He's one of the brightest people I know."

Lin, a victim of China's Cultural Revolution, was forced to work as a field labourer for five years before he could enter university. Newman met him when she gave a course in China in 1985, and helped him come to Canada, where he was joined by his wife and son. He is currently doing post-doctoral work at the Lady Davis Institute of the Jewish General Hospital in Montréal.

-BB

LE DÉFI ROYAL



a hockey game at the
Montréal Forum between
l'Équipe Royale
and the
Canadiens Old Timers



**Monday, February 15
7 p.m.**

**Followed by CONCORDIA STINGERS
vs
Les Patriotes of UQTR**

The proceeds of this event will be given to:

Montreal General Hospital
Concordia Stinger Sport Teams
Fondation Jean Lapointe

Tickets

\$10; \$6 for students with a valid ID. \$50 VIP tickets in reserved section include post game reception at "Mise au jeu"

On sale at...

Hall Building Info Desk, Dept. of Recreation & Athletics, any Royal Bank branch, the Montreal Forum, and any admission ticket outlet.

Information

Recreation & Athletics 848-3850



Concordia
UNIVERSITY

PHILOSOPHY WEEK

**February 1 - 5, Monday, Feb. 1, 10 a.m.
Lonergan College**

Speaker: Dr. Ernan McMullen
"Galileo's Conception of Science"

**8:30 p.m.
F.C. Smith (Loyola Campus)**

Dr. Ernan McMullen
"God and Cosmology"

**Tuesday, Feb. 2, 4:00 p.m.
Lonergan College**

Pierre Boulos (University of Western Ontario)
"Matter Theory in Newton and Descartes"

**Thursday, Feb. 4, 4:30 - 6:30 p.m.
Lonergan College**

Dr. James Moore (Political Science)
Dr. Leslie Howe (Philosophy)
Jean Baillargeon (University of Toronto)
"Should Hate Literature be Censored?"

**Friday, Feb. 5, 1 p.m.
Lonergan College**

Dr. Nimrod Aloni (Education)
Dr. Edmund Egan (Philosophy)
Dr. Rosemarie Schade (History)
Dr. Martha Saunders (Simone de Beauvoir Institute)
**THE HUMANIST FORUM - "The Politically Correct Ethic in Academia:
Enlightenment or Dogmatism?"**

RESEARCH SERVICES INTERNAL DEADLINES

AGENCY	GRANT	DEADLINE
Archives nationales du Québec	Grants for archives	Feb. 19
Association for Canadian Studies	Awards of Merit	Feb. 22
Australian Research Council	Research Fellowships Scheme	Feb. 23
Calgary Institute for the Humanities	Senior Research Fellowships	Feb. 8
Cancer Research Society Inc.	Postdoctoral Fellowships\Operating Grants	Feb. 8
Institute for Risk Research	Grants	Feb. 8
Manning Awards	Award	Feb. 8
NSERC	Bilateral Exchange Program	Feb. 22
NSERC	International Scientific Exchange Awards	Feb. 22
Programme de soutien au français scientifique	Aide aux colloques scientifiques québécois	Feb. 8
Tri-Council Green Plan Programme	Research Grants and Fellowships	Feb. 25
Centre for Advanced Study in the Visual Arts	Senior Fellowships	Mar. 15
FCAR	Centres de recherche	Mar. 26
Fonds des services aux collectivités		Mar. 5
Health and Welfare Canada	Collaborative Research on AIDS	Mar. 23
Institute of Public Administration of Canada	Award	Mar. 22
Partnerships-DEC	Matching Grants for the Purchase of DEC Equipment	Mar. 26
Partnerships-NSERC-Environment Canada	Endangered Species Recovery Fund	Mar. 23
Reservoir and Recovery Forum — Canada	Grants and contracts	Mar. 23
SSHRC	Aid to Occasional Scholarly Conferences in Canada	Mar. 15
SSHRC	Support to Specialized Collections	Mar. 23
SSHRC	Travel Grants for International Representation	Mar. 15
Secretary of State	Miscellaneous	Mar. 25

• GALAXY from page 10

indication that there was just the slightest variation in this background radiation, some minuscule disparity in the general background temperature so that the condensation of matter could take place. If it was perfectly smooth, the galaxies and stars would not have developed."

Two years after the COBE was launched, the presence of variations as minute as thirty millionths of a degree were finally confirmed.

"It's astonishing. Once you've got those variations, then all theories fit. Gravity could take over and matter could become lumpy. It could clump together to form stars and galaxies and so on. The biggest objection to the big bang theory, that there had to be minute variations for the universe to evolve from the effects of gravity, was finally resolved."

• NAMES from page 9

Gilbert Taggart (*Études françaises*) has written a book about Québec idioms called *French Fun* (Northwinds Press), and a lively Canadian Press article about it was reprinted in about 15 newspapers across the country. Meanwhile, Philip Spensley (English) was interviewed on CBC's *Radio Noon* recently about some angloisms, eh?

The Globe and Mail's architecture and design critic, Adele Freedman, wrote an extensive and approving review (Dec. 19) of a show at the Winnipeg Art Gallery to which Sandra Paikowsky (Fine Arts) made a major contribution. Paikowsky, on sabbatical this year, was curatorial advisor on Québec painting for "Achieving the Modern: Canadian Abstract Painting and Design in the 1950s."

ART GALLERY

The Leonard and Bina Ellen Art Gallery is located at 1400 de Maisonneuve Blvd. W. Information: 848-4750.

UNTIL FEBRUARY 27

"First Impressions: European Views of the Natural History of Canada from the 16th to the 19th Century" (Organized and circulated by the Agnes Etherington Art Centre, Queen's University, Kingston) Time: Monday-Friday 10:00 - 20:00 and Saturday 10:00 - 17:00
"Contemporary Works from the Permanent Collection" Time: Monday-Friday 10:00 - 20:00 and Saturday 10:00 - 17:00

UNTIL JANUARY 30

Kevin de Forest

Painting exhibition by former Concordia graduate Kevin de Forest. Time: Tuesday-Saturday 12:00 - 17:00. Location: La galerie Emergence inc., 372 Ste. Catherine W., suite 312. Information: 874-9423.

Seventies-style rock and roll band seeks bassist to complete a five-piece group. Covers and originals. Serious callers only. Call George at 932-2911 or John at 595-5232.

• NATIONALISM from page 13

and they didn't recognize the terrible Jew as their neighbours." But Groulx's view of Québec history became popularly accepted over the next few decades.

"Maybe Groulx's most important legacy is the myth of national origins — that most French Canadians today are the descendants of the French Catholics who came from France in the 17th century. Like all myths, it is plausible, but it is false," Delisle said.

Delisle, whose dissertation will be published in English this spring under the title *The Traitor and the Jew*, has been attacked for her controversial views on Groulx and the intellectual nationalist movement of the 1930's

But she said that everything she accuses Groulx of can easily be found in his writings.

"My main sin was to read his books. It's right there, and it's easy to read."

GRADUATE NEWS

Graduate Student Get-Togethers - School of Graduate Studies

The academic year 1992-93 is the inaugural year for the School of Graduate Studies. It will prove to be exciting and will provide us with the opportunity to initiate projects, such as promoting a lecture series by visiting speakers and other similar ventures, to forge stronger links between faculty and students and to stimulate scholarly debate within the community. In addition, Dean Martin Kusy would like to meet with graduate students so we have arranged "get-togethers" for this purpose. There will be two such sessions each semester at our Graduate Administrative offices, 2145 Mackay St. They will be held from 18:00 - 20:00 on the following dates: Wednesday, February 3, 1993 and Monday, March 8, 1993. Because our space is limited, I ask that you please reserve one of the following dates by contacting Ms. Kali Sakell at 848-3803 if you are interested in attending. We look forward to seeing you.

G.S.A. General Assembly

The next General Assembly will be held on Thursday, February 18, 1993 from 18:00-19:00 at Graduate House, 2030 Mackay St., 1st Floor. All graduate students are requested to attend!

Interdisciplinary Speaker Series

John Milbank, Cambridge University, "Postmodernism, Religion and Reason" Thursday, January 28th, 1993, 20:00. Location: H-767, 1455 de Maisonneuve Blvd. W.
Henry Giroux, Pennsylvania State University, "Multiculturalism and the Politics of Border Crossing" 170 Thursday, February 4th, 1993, 20:00. Location: H-767, 1455 de Maisonneuve Blvd. W.

Jim Sandborn, Washington, D.C., "Natural Settings" 170 Thursday, March 4th, 1993, 20:00. Location: H-773, 1455 de Maisonneuve Blvd. W.

Constance Penley, University of California, Santa Barbara, "Spaced Out: Remembering Christa McAuliffe" Wednesday, April 7th, 1993, 18:00. Location: DL-200, 7141 Sherbrooke St. W.

SPORTS

Stingers' Hockey

The women's hockey team plays host to the McGill Martlets on Sunday, January 31st at 12:30.

Royal Challenge Date Set

On February 15th Concordia and UQTR will face off in the inaugural Royal Challenge. Previously known as the Corey Cup, the game has undergone a name change due in part to the generous sponsorship of the Royal Bank. Preceding the Concordia-UQTR match will be a celebrity game between former members of the Montreal Canadiens and a team of Royal Bank all-stars. For ticket information call 848-3850.

Stinger Basketball

The Stingers play host for two league doubleheaders this week. On Friday, January 29th they play the Laval Rouge et Or and on Tuesday, February 2nd they face McGill. Game times on both nights has the women playing at 18:30 and the men at 20:30.

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CONCERT HALL



CONCORDIA CONCERT HALL

The Concert Hall is located at 7141 Sherbrooke St. W. (Metro Vendôme - Autobus 105).

Admission is free to all concerts.

(except where indicated.) Information: 848-7928.

THURSDAY, FEBRUARY 4

Piano Quartets, works by Fauré and Beethoven. Time: 20:00.

TUESDAY, FEBRUARY 9

Beverly McGuire in Concert with the Concordia Orchestra, works by Mozart, Schubert, Fauré and Strauss and excerpts from the opera "Suor Angelica" by Giacomo Puccini. Time: 20:00.

CAMPUS MINISTRY

Tuesdays through Fridays - Eucharist - Loyola Chapel - 12:05

Sunday Mass 11:00 and 20:00

Mondays - Eucharist - St. James The Apostle - 12:05

Catholic Mass and Scriptural reflection originally scheduled on Wednesdays during the first term has been moved to Mondays at 12:05 and will now be held at the Anglican Church of St. James the Apostle, thanks to a kind invitation from their Rector. For further information call Rev. Bob Nagy, at 848-3587.

Tuesdays - Prison Visits

A dialogue programme with inmates at Bordeaux. Students must meet with one of the Chaplains in advance. For info., phone Matti Terho at 848-3590 or Peter Coté at 848-3586.

Tuesdays - Meditation - 14:15-15:30, Annex Z, 2090 Mackay St. Information: Daryl Lynn Ross at 848-3585

Women's Spirituality - 13:00-14:30

Annex Z, 2090 Mackay St., New members January only. For info. Call Daryl Lynn Ross at 848-3585. Annex R, 2050 Mackay St., Brown Bag Lunch. For more information, call Matti Terho at 848-3590.

ALUMNI ACTIVITIES

TUESDAY, FEBRUARY 2

Financial Fitness - Demystifying Mutual Funds, RRSPs, RRI's and Annuities

Are you taking appropriate steps to ensure that you will be able to retire comfortably? How can you pay as little tax as possible on your RRSP money when you take it out? These and other questions will form the focus of this workshop on retirement planning and tax shelters. Location: Faculty Club Dining Room, 1455 de Maisonneuve Blvd. W., 7th floor. Time: 19:00-21:30. Price: \$12. Reservations are confirmed upon receipt of payment. Call 848-3817 for more information.

TUESDAY, FEBRUARY 9

How to Raise Happy Children in an Unhappy World

Discover how to help your children develop confidence and self-esteem while asserting your rights as a parent. Location: Faculty Club Dining Room, 1455 de Maisonneuve Blvd. W., 7th floor. Time: 19:00-21:30. Price: \$12. Reservations are confirmed upon receipt of payment. Call 848-3817 for more information.

MEETINGS

Amateur Radio Club Meetings

Meetings will be held every Tuesday night from 19:00 - 23:00 in H-644-1, 1455 de Maisonneuve Blvd. W. Activities include shortwave listening, international contests, data communications, licensing classes start Feb. '93. Information call 848-7421.

Arts and Science Faculty Council Meeting

The next Arts and Science Faculty Council Meeting will be held on Friday, February 12, 1993. Time: 14:00. Location: DL-200, Russell Breen Senate Chamber, 7141 Sherbrooke St. W.

WOMEN'S AGENDA

FRIDAYS

Single-Moms Support Group

A discussion group for single-moms will be held from 13:00-14:30. Location: Women's Centre, 2020 Mackay St., Lounge area. Bring your lunch. Call to confirm your attendance, ask for Jackie at 848-7431.

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COUNSELLING & DEVELOPMENT

Do you know...How to study and improve your G.P.A.? Where to locate university calendars worldwide? Where to find a job? How to orient your career? Where you can get support in dealing with personal issues? Be sure to drop by Counselling and Development (Student Services), pick up our brochures, sign up for our WORKSHOPS, meet new and interesting people and find the answers. Our services are available on both campuses. SGW, H-440, 1455 de Maisonneuve Blvd. W., 848-3545 and Loyola, 2490 West Broadway, 848-3555.

Learning and Writing Centre

The Learning and Writing Centre offers personalized assistance to all Concordia students who want to improve their academic skills and learning potential.

Counselling Service

Professional counsellors offer Concordia students educational, career and personal counselling - one-on-one or in groups. Various tests can help identify and understand particular needs and talents.

Careers Library

The Careers Library, recognized as one of the best of its kind in Canada, helps students take control of their career development, including educational decision-making, career planning and job search.

Career and Placement Service

The Career and Placement Service offers employment counselling and placement services to undergraduate and graduate students seeking part-time, summer or permanent employment. Location: 2070 Mackay St.. Info: 848-7345.

Drop-in Service

A Drop-in Service is available. No appointment is necessary. A Counsellor will offer 15-minute periods to help you with brief questions of an educational nature at Loyola (WC-101): Wednesdays and Thursdays: 12:00-13:00 and at SGW (H-440): Tuesday 13:00-14:00 and Thursday 14:00-15:00. A learning specialist will answer questions about learning strategies appropriate for your course at SGW (H-440): Mondays and Thursdays, 12:00-13:00.

SPECIAL NOTICES THIS WEEK

Summer Jobs

COSEP application forms are available. Norcen Energy Resources: for last-year Geology students in Master's programme (deadline Jan. 29). BNR/Northern Telecom (Deadline Feb. 4). Details on all jobs are available at CAPS at 2070 Mackay St..

Graduating Students

CAPS can help December grads find employment! Join a Job Search Workshop, meet with a Career and Place-

ment Counsellor, and/or check out our job boards. A variety of permanent positions are posted. On-Campus Recruiting for B.Eng. or B.Comp.Sc. graduating students with Air Canada (deadline Feb. 4).

REGISTER NOW for Study Skills Workshops

Make this term more successful. Learn how to learn from your textbook and from lectures. Find out new time management tips. Improve your approach to preparing for exams, taking exams, giving oral presentations and writing term papers.

SIGN UP NOW for Counselling Groups

Make this semester a time for personal growth and change.

Male Incest Survivors

A 10-session group experience to help male incest survivors break through the isolation and gently explore their issues. Participants will begin the work of recovery from sexual abuse. Please call 848-3555 and set up an appointment with Anne Thériault to determine if membership in this group could be helpful to you. Fridays, Feb. 5 - Apr. 23, 1993. Time: 10:00-12:00. Fee: \$20.00.

Understanding your Family

This eight-session group will guide you in exploring issues associated with growing up in your particular family. Learn to understand the impact your background has had on you. A preliminary interview will help determine if this group can be helpful. Thursdays, Feb. 4 - Apr. 25, 1993. Time: 13:00-16:00. Fee: \$20. Information: LOY: 848-3555, Anne Thériault.

Career and Educational Planning

Who am I? Where am I going? How do I get there? This three-session group will use psychometric tests to help you assess your academic and career interests and personal preferences. Students will also be oriented to the Careers Library. SGW, 848-3545, Bob Boncore, Wednesdays 9:30-12:20, Jan. 27-Feb. 10, \$20 fee.

Personal Empowerment

This 6-session workshop will help you develop an awareness of your inner resources and acquire tools to become more confident. Come and learn how to feel better about yourself! LOY, 848-3555, Anne Thériault, Tuesdays 9:30-12:30, Feb. 2-Mar. 16, \$20 fee.

Assertiveness Training

Boost your image and confidence and learn: 1) to deal with people who bully and intimidate you, 2) to solicit constructive feedback, 3) to negotiate and work out compromises resulting in win-win situations, 4) to save face when making a mistake, 5) to lighten up. SGW (848-3545) for 5 sessions, Mondays 9:30-11:30, March 1-29. Limited registration. \$15 fee.

CPR COURSES

The following CPR courses will be offered by the Environmental Health and Safety Office in the next few weeks. Members of the Concordia community or outside community are all welcome to take these courses. There will be a discount price for the Concordia community. SO, HELP SAVE A LIFE, IT'S AS EASY AS ABC. For all those who are interested, please contact Donna Fasciano, Training Co-ordinator at 848-4355 for more information.

JANUARY 30, 1993

BLS Refresher Course

6 hours for life. This course is offered to people certified in the Basic Cardio Life Support Course who want to renew their certification and update their knowledge.

JANUARY 31, 1993

CPR Heartsaver Course

4 hours for life. This course includes rescue breathing one-person rescuer CPR and management of the obstructed airway.

FEBRUARY 7, 1993

CPR Heartsaver Plus Course

8 hours for life. This course includes rescue breathing,

one-person rescuer CPR management of the obstructed airway and infant, child resuscitation.

FEBRUARY 13, 1993

Baby Heartsaver Course

6 hours for life. This course includes rescue breathing, CPR and management of obstructed airway in the infant and child.

FEBRUARY 14, 1993

CPR Heartsaver Course

4 hours for life. This course includes rescue breathing, one-person rescuer CPR and management of the obstructed airway.

FEBRUARY 26, 27 & 28, 1993

BLS Instructor's Course

This 18-hour course is for people who would like to become instructors. Prerequisites for candidature are: Certification within the previous six months in Basic Cardio Life Support and an interest in teaching.

FILM

CONSERVATORY OF CINEMATOGRAPHIC ART

Admission: \$3.00 (including taxes) per screening. Location: Cinéma J.A. DeSève. (1400 de Maisonneuve Blvd. W.). Information: 848-3878.

THURSDAY, JANUARY 28

Le Mouton Noir (1992) Jacques Godbout at 19:00.

FRIDAY, JANUARY 29

Tit-Coq (1953) at 19:00; Barocco (1976) André Téchiné at 21:00.

SATURDAY, JANUARY 30

Quartet (1980) James Ivory at 19:00; La Chair de L'Orchidée (1955) Patrice Chéreau at 21:00.

SUNDAY, JANUARY 31

L'Enfant de L'Hiver (1989) Olivier Assayas at 19:00; Possession (1981) Andrzej Zulawski at 21:00.

TUESDAY, FEBRUARY 2

Pierrot le Fou (1965) Jean-Luc Godard at 20:30.

WEDNESDAY, FEBRUARY 3

News Parade (1940-48) at 20:30.

THURSDAY, FEBRUARY 4

The Quiet Man (1952) John Ford at 19:00; Les Ordres (1974) Michel Brault at 21:00

FRIDAY, FEBRUARY 5

Animation Films from The National Film Board at 19:00; Le Mouton Enragé (1974) Michel Deville at 21:00.

THE LOYOLA FILM SERIES

Admission: **FREE**. Location: F.C. Smith Auditorium, Concordia University Loyola Campus, 7141 Sherbrooke St. W. Information: 848-3878.

WEDNESDAY, FEBRUARY 3

Miracle in Milan (1950) Vittorio de Sica at 19:00; Il Grido (1957) Michelangelo Antonioni at 20:50.

WEDNESDAY, FEBRUARY 10

L'Avventura (1960) Michelangelo Antonioni at 19:00.

WEDNESDAY, FEBRUARY 17

The Miracle (1948) Roberto Rossellini at 19:00; La Notte (1961) Michelangelo Antonioni at 20:00.

ITALIAN FILM SERIES

Admission: **FREE**. Location: Centennial Hall, Room 030, Loyola Campus, Concordia University. Time: 13:00-15:30.

TUESDAY, FEBRUARY 2

Il deserto dei tartari, Vallerio Zurlini

TUESDAY, FEBRUARY 9

Le Amiche, Michelangelo Antonioni.

TUESDAY, FEBRUARY 16

C'eravamo tanto amati, Ettore Scola.

SPECIAL EVENTS

Treasury Open House

So you can better familiarize yourself with our services, we will be organizing three dates for an Open House. The first one will take place on Wednesday, February 10, 1993 from 17:00-20:00 in GM-700, 1550 de Maisonneuve Blvd. W. The purpose of the Open House will be to meet our users and listen to their needs in an informal setting. We hope to be seeing you soon. R.S.V.P. by calling Judy at 4938.

Muslim Students' Association

Friday prayer is offered on the SGW Campus throughout the year. The Khutba starts at 13:15 and the prayer is held at 2090 Mackay St. (Annex Z) Room 05. Also note the four daily prayers are offered in congregation; timing is posted at the mosque.

Concordia Latin America Committee

Slide show and discussions on Guatemala: Human rights, the native struggle and popular organizations. Wine and Cheese after event. Friday, January 29, 1993 at 19:00 in H-651, admission is FREE. Co-sponsored by the Support Committee for the Peoples of Guatemala and Amnesty International Concordia.

Concordia Latin America Committee

Sunday, January 31, 1993. International Day of Solidarity with Guatemala. Show your support. On this day in 1980, the Guatemalan government ordered an assault and fire attack on the Spanish Embassy in Guatemala. Thirty-nine people were burned alive. They were peacefully occupying the Embassy to bring attention to the massacre of native people in the countryside.

Concordia's Annual Health Fair is coming

Nutrition, Spring Break Surprise, Fitness, Cholesterol tests, Stress relief, Safer Sex, Prizes, Freebies and more! February 10 & 11. Hall Building. Be There! (Volunteers still needed. Call Diane Bellemare, 848-3575).

New Year's Party and Talent Show for International Students!

Friday, January 29th. Free snacks and soft drinks. Invite a friend, bring your own wine/beer. D.J., music and dancing. If you have a talent that you want to share,

contact Sumana at 938-1800. Time: 19:00-24:00. Place: Main Hall, Church of St. James the Apostle, 1439 St. Catherine St. W. (between Bishop and Mackay Sts.). Tickets: \$3 at the International Student Office (or \$4 at the door).

Philosophy Week

Monday, February 1; Speaker: Dr. Ernan McMullen, Topic: Galileo's Conception of Science. Time: 10:00 Location: Loneragan College; Monday, February 1; Speaker: Dr. Ernan McMullen, Topic: God and Cosmology. Time: 20:30 Location: F.C. Smith Auditorium; Tuesday, February 2; Speaker: Pierre Boulos, Topic: Matter Theory in Newton and Descartes. Time: 16:00. Location: Loneragan College; Thursday, February 4; Speaker: Dr. James Moore and Dr. Leslie Howe, Jean Baillargeon, Topic: Should Hate Literature be Censored? Time: 16:30-18:30. Location: Loneragan College; Reception-Wine and Cheese, Time: 18:30. Location: Loneragan College; Friday, February 5; Speaker: Dr. Nimrod Aloni, Dr. Edmund Egan, Dr. Rosemarie Schade and Dr. Martha Saunders, Topic: The Humanist Forum: The Politically Correct Ethnic in Academia: Enlightenment or Dogmatism? Time: 16:30-18:30. Location: Loneragan College; Reception-Wine and Cheese, 18:30, Loneragan College.

THESIS DEFENSE

TUESDAY, FEBRUARY 2

Jiwu Rao at 10:00 in H-773, 1455 de Maisonneuve Blvd. W. Thesis Title: "Assessment of the Effect of Mean and Fluctuating Wind-Induced Pressures on Air Infiltration and Ventilation in Buildings: A System Theoretic Approach."

TUESDAY, FEBRUARY 16

Keith Marchessault at 14:00 in H-769, 1455 de Maisonneuve Blvd. W. Thesis Title: "Social Behavior Correlates of Risk in Peer Relations: A Multimethod Assessment of Aggressive, Withdrawn, and Aggressive-withdrawn Children."

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NOTICES

Legal Information Service

The Legal Information Services is available for information and counselling. If you have problems with your landlord, or with a contract that you have signed, or you are looking for information on divorce, WE CAN HELP!! Contact us at 848-4960 from 9:00 - 17:00, Monday through Friday. Come and see us in Room CC-326, 7141 Sherbrooke St. W., Loyola Campus. For students, staff and faculty, this service is free and confidential.

Sexual Harassment Office

The Sexual Harassment Officer can provide you with support, guidance and information on any matter regarding sexual harassment. All inquiries are completely confidential. Call Sally Spilhaus at 848-4857, or drop in at K-110, 2150 Bishop St..

Services for Disabled Students

Innovative programmes and workshops are offered to disabled students. Specially designed workshops on use of adaptive computer equipment for university study and future employment are regularly scheduled. Orientation programmes for volunteers and sign language workshops are also offered throughout the year. For more information and applications, contact 848-3525/3511 (Voice/TDD), SGW Campus in H-580 or 848-3503/3536 (Voice/TDD), Loyola Campus in AD-121.

Health Services

Health Services provides a confidential, individualized and comprehensive approach to health care which includes counselling and teaching related to both physical and emotional well-being. The centre provides the opportunity for Concordia students, staff and faculty to meet with health professionals in order to explore areas of concern. Whether you are feeling unwell, stressed or just curious about health issues, you are invited to drop in at the following locations; Loyola Campus: 6935 Sherbrooke Street West, Room Ch-101(848-3575) Hours: 9:00 - 17:00. Monday to Friday. Sir George Williams Campus: 2155 Guy St., Rm 407 (848-3565) Hours: 9:00 - 17:00. Monday to Friday. Meningococcal vaccine will soon be available free of charge at Health Services for students aged 20 and under. Dates and times of vaccination clinics will be printed in this paper at the end of January. Health Services: 848-3565/3575.

Ombuds Office

The Ombudspersons are available to any member of the University for information, advice and assistance with University-related complaints and problems. Call 848-4964 or drop into 2100 Mackay St., Sir George Williams Campus. Evening appointments on request.

UNCLASSIFIED

Tutoring

Tutoring available free of charge to students who have failed the University Writing Test. Info: 848-2326.

Wanted

Bolex 16mm Cameras. Call 842-2552, between 9:00-16:00.

Housekeeper for hire

Afro-American female student willing to clean house and cook dinner (likes to cook). References available. \$10/hr. Call: 274-2057.

For Sale

1983 Renault Alliance DL. Immaculate. Very reliable. New brakes, new front axle boots. \$1,200. Call 848-4865 Sharon.

Art Work Needed

Are you a Business student or Teacher and like to paint, draw, sculpt or take artistic pictures? We're organizing an art exhibition exclusively displaying your works. We would appreciate your participation. For more info, call Marc at 989-7475.

CUSA's Advocacy Services

Students with complaints against the Administration or against their departments, or who have been charged with cheating or other offenses against the Academic Code, or with any other problems and feel they need the help of CUSA's Advocacy Services, shouldn't hesitate to contact Nina or James at 848-7474, or come to H-637.

Student Exchange Programme

The Centre for International Academic Co-operation (CIAC). Office of the Vice Rector, Academic, is now accepting applications from students wishing to study in the United States or Europe during the 1993-94 academic year. For more information concerning the Student Exchange Programme, call 848-4988, or pass by the CIAC offices located in room AD-207 on the Loyola Campus. **The Application Deadline is February 15, 1993.** Applications are also available from the Dean of Students Office, on the Loyola Campus or the Department of Counselling Services and Development on the SGW Campus.

Centre for Mature Students

The Centre for Mature Students downtown is now located in the new J.W. McConnell Library Building in Room 517. Services include a lounge and study area as well as academic advising and referrals. Students are welcome to drop by to see our facilities. To make an appointment for academic advising, please call 848-3890. The Centre for Mature Students, Loyola Campus, (with advising and lounges) is located in the Administration Building, in room 424. Telephone: 848-3895.

Concordia Council on First Nations Education

Feeling a little lost and need someone to talk to? Want to meet other native students and chat? First Nations Student Centre is now open. Drop by and see us at Annex V-311, 2110 Mackay St.. Information: 848-7327.

International Student Office

Advisors are available to provide information, guidance, and support to International students, around issues of concern, such as: immigration rules and regulations, working on campus, cultural adaptation, academic difficulties, financial emergencies and transfer of funds letters. We are located at 2135 Mackay St., 3rd floor, telephone 848-3514, 3515, 3516. The ISO is a member of Advocacy and Support Services.

International Students Working on Campus

International students are eligible to work on campus, but must obtain a Canada Employment Authorization (work permit) before they can start a job. Potential University employers (Chairs, Deans, Faculty members, managers, supervisors, etc.), are encouraged to call the International Student Office for more information on employment regulations for International students. 848-3514/3516.

Coffee with The Vice-Rector, Academic

Members of the Concordia Community, students, non-academic personnel and faculty: I would be pleased to have you come and have coffee with me, if you can make it for any of the following evenings this term: Thursday, February 18; Monday, March 22 and Tuesday, April 27, after 19:30 in Room AD-231, Administration Building, Loyola Campus, 7141 Sherbrooke St. W. Please call Munit Merid at 848-4847 to let me know when you wish to come. I hope you won't mind if your first choice of date is not honoured. The place is only so big. I do look forward to seeing you and talking with you about Concordia University. Welcome. Rose Sheinin, Vice-Rector, Academic.

Peer Helper Centre

We understand that sometimes things can be a little tough, or that you feel overwhelmed with everything going on in your life. Come down and see us at our new location 2135 Mackay St., the old Financial Aid office. We will lend a friendly ear because we care. There will be an Open House on February 2 and 3, everyone is welcome to check out our new space.

Events, notices and ads must reach the Public Relations Department (BC-115) in writing no later than Friday, 5 p.m., the week prior to Thursday publication.

Contact Kevin Leduc at 848-4881 or FAX 848-2814.

LECTURES/SEMINARS

THURSDAY, JANUARY 28

Department of English

Announces the 26th Annual Lahey Lecture "Post Modernism/Fin de Siecle?" presented by Marjorie Perloff, Sadie D. Patek Professor of Humanities, Stanford University. Time: 20:30. Location: BR-207, 7141 Sherbrooke St. W.

Social Aspects of Engineering

Charles Schneeberger, Cogesult Inc. R.I.G.D.I.M. on "Waste Management Project in R.I.G.D.I.M. project" Environmental Impact Study. Time: 11:45-13:00. Location: H-635-2, 1455 de Maisonneuve Blvd. W.

Department of Leisure Studies

Leisure Studies, in co-operation with the Royal Victoria Hospital and Maimonides, presents "Therapeutic Recreation Awareness Day" at the Royal Victoria Hospital. For more information: Lisa Ostiguy, 848-3340.

Thursdays at Lonergan

Wendy Simon, Fellow, Lonergan University College, on "The Printmaker's Experience." Time: 15:00 - 16:30. Location: (7302 Sherbrooke St. W.) Coffee available from 14:45. Information: 848-2280.

Liberal Arts College

Dr. Tom Rockmore, Duquesne University, will speak on "Nazism and Philosophy: The Case of Martin Heidegger." Time: 20:30. Location: H-110, 1455 de Maisonneuve Blvd. W. Information: 848-2565. Free Admission.

FRIDAY, JANUARY 29

Learning Development Office

Faculty Workshop: "Co-operative Learning II." Co-operative Learning (CL) offers a systematic and effective method to encourage students to work collaboratively in groups. As a follow-up to our first session last October, we will review the basic principles and components of CL. In the afternoon portion, participants will design their own lesson plan using CL principles. Time: 9:00-16:00. Location: LB-579, 1400 de Maisonneuve Blvd. W. Leaders: Bette Chambers and Catherine Poulsen. Registration information: 848-2495.

WEDNESDAY, FEBRUARY 3

Panel Discussion on Native Self-Government

Joe Norton, Grand Chief of band Council of Kahnawake; Bill Montour, Chief of Staff of Assembly of First Nations; Michael Whittington, Professor of Political Science at

Carleton University; Royal Orr, CBC radio host; Native Women's representative (TBA); will be speaking at a public meeting. Time: 18:00. Location: H-110, 1455 de Maisonneuve Blvd. W. (Metro Guy/Concordia).

Department of English

Roo Borson, Concordia University will speak from her work. Time: 20:00. Location: H-767, 1455 de Maisonneuve Blvd. W.

THURSDAY, FEBRUARY 4

Department of Classics

Dr. Catherine Rubican, University of Toronto, on "Liberty on Ancient and Modern Coins." Time: 20:00. Location: H-769, Henry F. Hall Bldg., 1455 de Maisonneuve Blvd. W.

Thursdays at Lonergan

Rosemarie Schade, PhD, Department of History, and Michelle Séguin, Office on the Status of Women, on "Explorations on Gender and Learning, Part One: Gender and Curriculum." Time: 15:00 - 16:30. Location: (7302 Sherbrooke St. W.) Coffee available from 14:45. Information: 848-2280.

THURSDAY, FEBRUARY 11

Thursdays at Lonergan

Rosemarie Schade, PhD, Department of History, and Michelle Séguin, Office on the Status of Women, on "Explorations on Gender and Learning, Part Two: Gender in the Classroom (video and discussion)." Time: 15:00 - 16:30. Location: (7302 Sherbrooke St. W.) Coffee available from 14:45. Information: 848-2280.

FRIDAY, FEBRUARY 12

Department of Leisure Studies

"Leisure and the 21st Century Seminar: Leisure and the Environment." Four speakers; Dr. Richard MacNeil, Mr. Chris Adams, Christine Burt and Joan Haddrill. Time: 9:00-12:30, registration at 8:30. Location: DL-200, 7141 Sherbrooke St. W. Admission: FREE. Information: 848-3330.

THURSDAY, FEBRUARY 18

Science College

Dr. Charles R. Gallistel, UCLA on "The Computational Brain." Time: 20:30. Location: H-110, 1455 de Maisonneuve Blvd. W. Information: 848-2595.

LACOLLE CENTRE

TUESDAY, FEBRUARY 2

Fine Tuning Your Interpersonal Skills

Learn to become more self-aware and self-accepting as you make the relationships in your life more meaningful through communication skills. This workshop will provide insight into ways in which you can be more successful in expressing yourself and understanding others. Workshop Leader: Sharyn Sepenwald, McGill. Time: 19:00-22:00. Cost: \$37.45. Location: TBA, Loyola campus. Information: 848-4955.

SATURDAY, FEBRUARY 13

Putting More Time and Energy Into Your Life

A workshop to help clarify and improve your use of time. Topics: goal setting, evaluating priorities, working with

your biological clock, maximizing prime time. Workshop Leader: Kathryn McMorrow, College Marie Victorin. Time: 9:30 - 16:00. Cost: \$53.50. Location: TBA, Loyola Campus. Information: 848-4955.

SATURDAY, FEBRUARY 20

Team Building and Staff Motivation

Learn ways to build into your workplace new and/or improved, non-monetary incentives, pride, communication and a feedback system for a more cohesive group culture consisting of more contented, efficient and effective staff members. Workshop Leader: Micki Vosko. Time: 9:30 - 16:00. Cost: \$53.50. Location: TBA, Loyola Campus. Information: 848-4955.

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Sauvé provided voice for youth

by Donna Varrica

Perhaps one of the greatest legacies of the Rt. Honourable Jeanne Sauvé was the foundation she established to support and encourage young people.

When she founded the Jeanne Sauvé Youth Foundation, she hoped to provide youth with an international forum to meet and discuss common problems, eschewing language, religious and ideological barriers.

In the Foundation's statement, released shortly after the death of Mme Sauvé on Tuesday, Michel Bédard, the Foundation's Director-General, said, "The spirit which marked the life and career of Jeanne Sauvé provides inspiration for everyone: a spirit of nobility in the service of her fellow citizens, a spirit of hope and courage, a spirit sensitive to youth and the promising vigour

which typifies youth. Her legacy to youth is entrenched in the conviction that young people are concerned and want to help improve the world."

The Foundation sponsors conferences for young people from 18 to 30 years of age. They are held in different countries and bring together people who have demonstrated leadership qualities in various disciplines. The Foundation is described as an integral part of the Canadian tradition of promoting an international climate of goodwill and co-operation.

The Foundation's activities "are intended to help train the leaders of tomorrow by encouraging them to accept the challenges and demands of power."

Continued support for Mme Sauvé's vision might be the best way to honour her memory. For more information about the Jeanne Sauvé Youth Foundation, call 499-3879, or write to the Foundation at 680 Sherbrooke St. W., Suite 110, Montréal, Québec, H3A 2S6.



Honorary Degree Nomination

Honorary degree nominations are being accepted for the Fall 1993 convocation ceremonies.

All members of the Concordia community (faculty, students, staff and alumni) are invited to nominate candidates.* Each submission MUST include a detailed curriculum vitae and a succinct statement explaining why the nominator thinks the candidate is worthy of such an honour. The nomination deadline is March 1, 1993.

Nomination forms (as well as the criteria and procedures for selecting honorands) are available at the Office of the Secretary-General, Room S-BC-124 (local 4814).

* Note: Current members of the Faculty, the Administration and the Board of Governors are not eligible for honorary degrees.



Concordia
UNIVERSITY

REAL EDUCATION FOR THE REAL WORLD



JEANNE SAUVÉ

1922 – 1993

**THE FACULTY, STUDENTS, ALUMNI, ADMINISTRATION
AND STAFF OF CONCORDIA UNIVERSITY
JOIN ALL CANADIANS IN EXPRESSING THEIR DEEPEST
SYMPATHY TO THE FAMILY AND FRIENDS
OF THE RIGHT HONOURABLE JEANNE SAUVÉ,
CHANCELLOR OF CONCORDIA UNIVERSITY,
OCTOBER 1992 TO JANUARY 1993.**

REPORT ON THE ENHANCEMENT AND RECOGNITION OF TEACHING AT CONCORDIA UNIVERSITY

December 21, 1992

Supplement to Concordia's Thursday Report – January 28, 1993

INTRODUCTION

In response to the University Mission Statement and its stated commitment to “superior teaching” and to “inclusive and accessible academic programmes,” this is a report of the deliberations of the ad hoc sub-Committee of the Senate Academic Programmes Committee on the Recognition and Enhancement of Teaching at Concordia University. The sub-Committee was formed in October 1991 with a mandate to prepare a report and recommendations regarding the support and encouragement of quality teaching in the University for consideration by the Academic Programmes Committee, Faculty Councils, the School of Graduate Studies, the Senate Committee on Academic Planning and Priorities and the University Senate.

The Committee's work included a literature review, solicitation of written submissions from the University community, interviews with groups of students, faculty and academic leaders at Concordia, and interviews with external experts in teaching development.

Special attention was given to the 1991 Report of the Smith Commission of Inquiry on Canadian University Education and its contention that “teaching is seriously undervalued at Canadian universities and nothing less than a total re-commitment to it is required”; to the AUCC Task Force reply to the Smith Report, and to a report published in 1990 by Ernest Boyer, President of the U.S. Carnegie Foundation for the Advancement of Teaching. The latter report, titled *Scholarship Reconsidered: Priorities of the Professoriate*, states that “the time has come, we believe, to step back and reflect on the variety of functions academics are expected to perform ... it's time to ask how the priorities of the professoriate relate to the faculty reward system, as well as to the missions of higher learning institutions.”

Our Report first of all summarizes the literature review, and the oral and written submissions to the Committee by members of the Concordia community. Following upon all of the summaries, the cumulative recommendations incorporate issues in the literature as well as the concerns of the many different groups and individuals that were consulted.

A SUMMARY OF RECURRING ISSUES IN THE LITERATURE

The Committee considered the growing debate in the higher education literature regarding the place of teaching in the University, a debate due in part to an increasing emphasis on how universities are to be held accountable to the societies they serve. It noted reports of dissatisfaction on the part of students and faculty members in North America, as summarized in a 1991 report of a panel convened by the U.S. National Science Foundation. The report states: "it is common for young faculty who excel in teaching, to be chided by their senior colleagues for wasting too much time on such an endeavour: it won't get you tenure."

At Concordia, we are well served by the research efforts of the Learning Development Office and Dr. Ron Smith of that Office provided the Committee with comprehensive overviews of research on teaching effectiveness. In addition, Linda Janz of the Concordia Department of Institutional Planning and Research provided an environmental scan which highlighted recurring issues in

regard to teaching as they appear in the literature, including the following:

- the importance of recognizing and rewarding quality teaching;
- the importance of emphasizing teaching skills and experience when hiring and promoting faculty and the need to provide faculty with instructional development opportunities;
- the need to adopt an expanded definition of "teaching" which recognizes preparation time, advising, graduate supervision, seminar teaching and tutorial teaching as contributing to effective teaching;
- the importance of support by the academic leaders of the University in the enhancement of teaching;
- the importance of adequate facilities for teaching;
- the need to balance the various kinds and levels of teaching assignments among part-time, full-time and senior full-time faculty in order to benefit from the expertise and strengths of each group;
- the need for the development of multiple and effective methods for evaluating the different levels and types of teaching required by varied disciplines and programmes;
- the advantages of structuring graduate programmes to include courses or seminars dealing with "how to teach," and the opportunity for graduate students to gain mentored teaching experience;

- the need to take cognizance of the effects of class size and student/teacher ratio on teaching and on methods of student evaluation;
- the importance of understanding the way in which a particular concept or subject is learned in order to teach it more effectively. As will be seen in what follows, these issues were also addressed by many members of the Concordia community.

A SUMMARY OF ISSUES CONTAINED IN ORAL AND WRITTEN SUBMISSIONS TO THE COMMITTEE

Students:

The student member of the Committee, Andy Christopoulos, prepared a report presenting Commerce and Administration student definitions of the knowledge, skills and abilities required for good teaching. In addition, the Committee interviewed a focus group of nine undergraduate and graduate students from the four Faculties and the

School of Graduate Studies. The students were told in advance that the Committee sought their analysis of factors contributing to positive and negative learning environments, and their follow-up recommendations. The nine students interviewed gave thoughtfully prepared presentations. Many said that they were generally pleased with the quality of teaching and learning at Concordia, but that they welcomed the opportunity to suggest improvements to the Committee.

They identified the following factors as contributing to good learning environments:

- the creation of an atmosphere of care and respect for students;
- a good working knowledge of the discipline by the professor, combined with an ability to convey, inspire and sustain interest in it;
- the professor's ability to provide constructive feedback;
- the professor's ability to encourage participation, group work, and active learning, both inside and outside the classroom;
- clearly outlined expectations on the part of the professor, and fair and unbiased grading;
- opportunities to meet individually with professors outside class time;
- a clean, uncluttered and unchaotic physical environment.

In their analysis of what constitutes poor or negative learning environments, they mentioned:

- professors who recite the textbook, who are unprepared, and who allow few questions and little participation;
- professors who do not make effective use of class time;
- professors who bully and belittle students;
- professors and teaching assistants who are insensitive to linguistic and cultural differences;
- teaching assistants who have had no training or orientation regarding either the subject matter or classroom teaching;
- an unduly great emphasis on timed tests and final exams;
- an emphasis on simply covering course content, at the expense of depth;
- out of date equipment and information;
- too many students in crowded and untidy classrooms.

Some students stated that it was their impression that instructors with limited-term ap-



pointments and part-time instructors are frequently more devoted to students and to teaching than are some tenured professors. They said that they knew of outstanding teachers who were denied tenure-track employment, and of less than satisfactory teachers with good research records who were granted tenure, which led them to wonder whether the University valued research over teaching. They said, however, that professors who were able to successfully incorporate their own research material and professional experience into course content created enhanced learning environments. Also, undergraduate students expressed a concern that they have little or no opportunity to be taught by excellent senior professors who devote themselves entirely to graduate students and their own research.

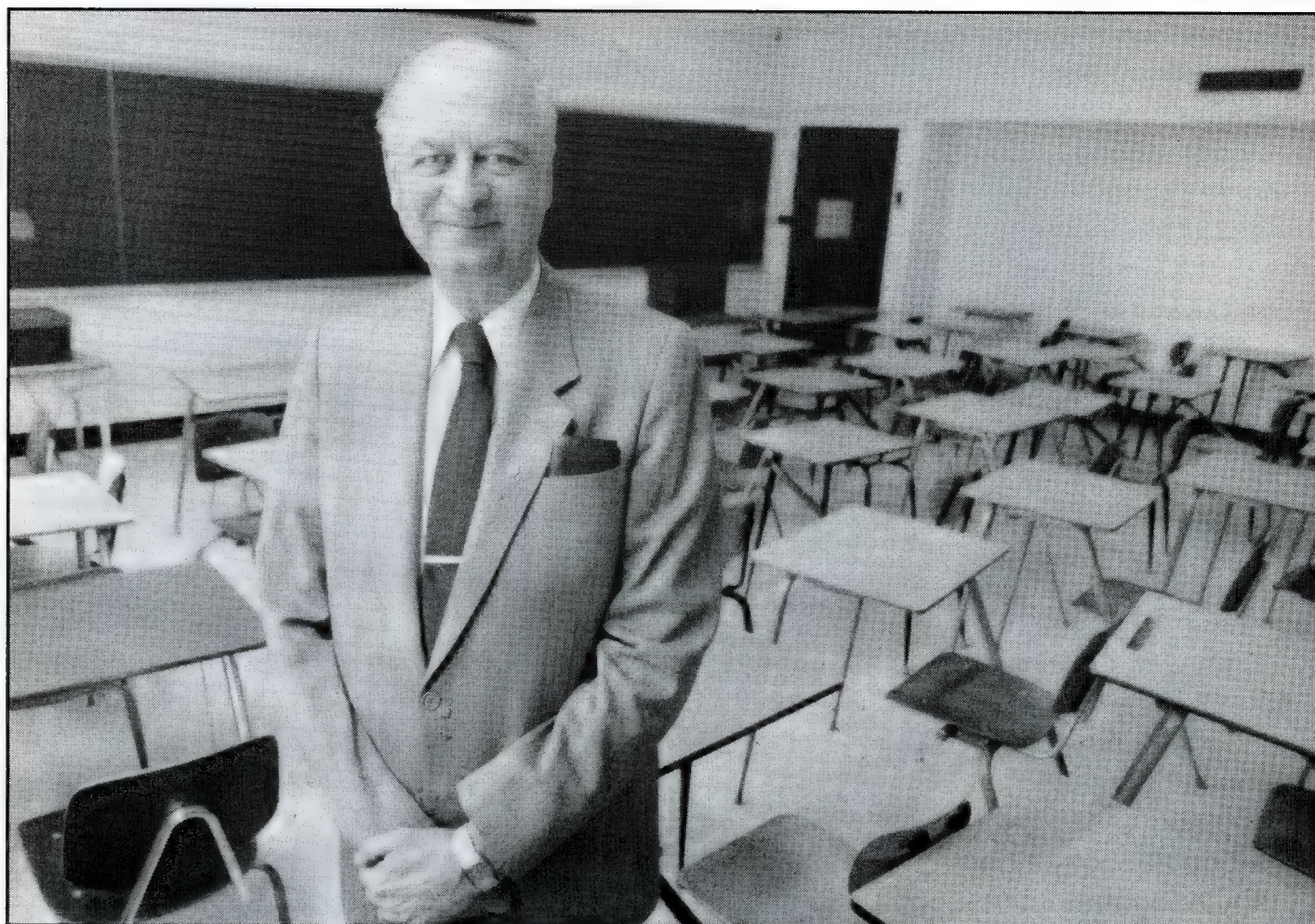
They also said that they often feel helpless as a result of their apparent inability to effect change. They questioned whether teaching evaluations had any influence on professors. They felt, too, that the practice of assigning the notation TBA (to be announced) rather than the name of the professor in the calendar of course offerings meant that they might unwittingly register for courses with poor teachers.

Their strongest recommendations were:

- that courses and seminars on teaching for professors and teaching assistants be provided;
- that a mentoring programme for new professors be created;
- that priority be given to teaching skills in the hiring process for full-time tenure track positions as well as for part-time and L.T.A. positions;
- that senior full-time professors be assigned undergraduate introductory courses as part of their teaching responsibilities;
- that the names of professors be assigned to scheduled courses before the registration period;
- that courses that rely on memorizing vast content with little meaning attached to it be transformed to allow for learning in depth.

New Faculty:

The Committee interviewed a focus group of untenured full-time professors, one from each Faculty. All four expressed their com-



mitment to good teaching, stating that the opportunity to teach was among their strongest reasons for applying to the University. They also stressed that young faculty need positive support and mentorship for teaching, from within and from outside the Department. They said that there seemed to be an assumption when they were hired that they knew "automatically" how to teach, and that there was a fear of admitting to colleagues that they needed help in case they would be perceived as inadequate. They added that they found the information in newsletters provided by the Learning Development Office to be a valuable resource.

They said that more comprehensive orientations to the goals and expectations of their Departments and Faculties should be provided to incoming faculty. One new faculty member said that the only orientation had been "textbooks and course outlines." They recommended a Concordia handbook for new teachers containing advice on course procedures and University regulations.

One new faculty member spoke about the differences in messages between the University's stated commitment to good teaching and more private advice from some colleagues. The "word on the street" about achieving tenure was presented as "adequate

teaching is important, but anything beyond adequacy is philanthropy and taking time away from your research ... tenure depends on the number of papers published."

They also commented on Concordia's physical facilities and recommended improvements in the equipment, lighting, ventilation and maintenance of classrooms.

Deans:

In their interview with the Committee, the Deans expressed their commitment to teaching excellence. They stressed the need for multiple, constructive and effective ways to evaluate teaching, and the need for student input into the process. They recommended that the Learning Development Office be given the resources to provide further support for faculty members in the development of clear and appropriate teaching dossiers, and in the development of training models for teaching assistants. They also recommended that the Learning Development Office be given a more central place and status within the University.

The Deans commented on the perceived lack of balance between the value placed on teaching and the value placed on research. They were of the opinion that teaching and research are intertwined, one enhancing the

other, but that there needed to be more obvious internal recognition of outstanding teaching, and of faculty members' efforts to improve teaching. There was also a suggestion that the image that researchers are making the larger contribution to the University might be redressed by balancing articles about research productivity and dollar grant success with articles about innovative teaching, curriculum renewal, experiments in teaching and distinguished teaching in Faculty Reports, *Concordia's Thursday Report*, and the Concordia Annual Report.

All Deans said that there was a serious need to renovate teaching space and to improve the physical environment.

Written Submissions from Faculty and Staff

The Committee placed a notice in *Concordia's Thursday Report* and *The Link* asking for input in regard to a) the place of teaching at Concordia; b) definitions of good teaching; c) relationships between teaching and research; d) ways to enhance teaching in the University.

Effective teaching was identified in several proposals, and included the following points:

- technologies of learning have advanced con-

siderably in recent years, yet while we insist that the curriculum reflect state-of-the-art knowledge, there is no such attention paid to the means of transmission;

- the teacher has the responsibility to foster the students' academic development — this is done, first of all, by indicating throughout the course that each student will be treated with integrity;
- it is important to create a learning environment of interactive inquiry, with an emphasis on the total learning process and on inclusion of the experiences and ways of knowing of the student;
- all students require a welcoming environment - we must beware of exclusion or denial of the experiences of women students, students with disabilities, foreign students, and students from non-dominant ethnic communities;
- rather than simply transferring information, it is important to provide a forum for experiencing the material, for deepening ways of understanding the material, and for encouraging collegial interaction;
- the teacher must be aware of the various ways that the power of the professional posi-

tion can be misused;

- the goal of education should not be to separate the extraordinary student from the ordinary one, but rather to help the ordinary student to produce the extraordinary.
- It was noted that it is often easier for a professor to read from lecture notes in the "transmission by professor, acquisition by student" model than to engage in more interactive and inclusive styles of inquiry, because the latter require skills that may be unknown or untaught. Several submissions stressed the importance of providing means for teaching skills to be developed, including workshops for new faculty members to obtain professional training, and the assignment of mentors or teaching advocates to new faculty members.

There was a widespread view that teaching and research are not in opposition, that the relation between the two is synergistic, and that good university teaching requires research and good research requires teaching. However, virtually all of the submissions stated that teaching was not adequately valued or rewarded by the University.

There were frequent references to the need both to re-organize student evaluations and to find ways for them to be taken seriously by students and faculty. Many felt that teaching evaluations don't hold the same weight as published papers in considerations of promotion, renewal of contract, or tenure, and that there is a need to develop a teaching dossier in a persuasive way which will have an equivalent weight to a research dossier.

It was recommended that all forms of teaching activity be acknowledged and evaluated, including thesis supervision, curriculum development, advising of students, tutorials, organization of lecture series, and the whole range of activities which enhance the life of the Department.

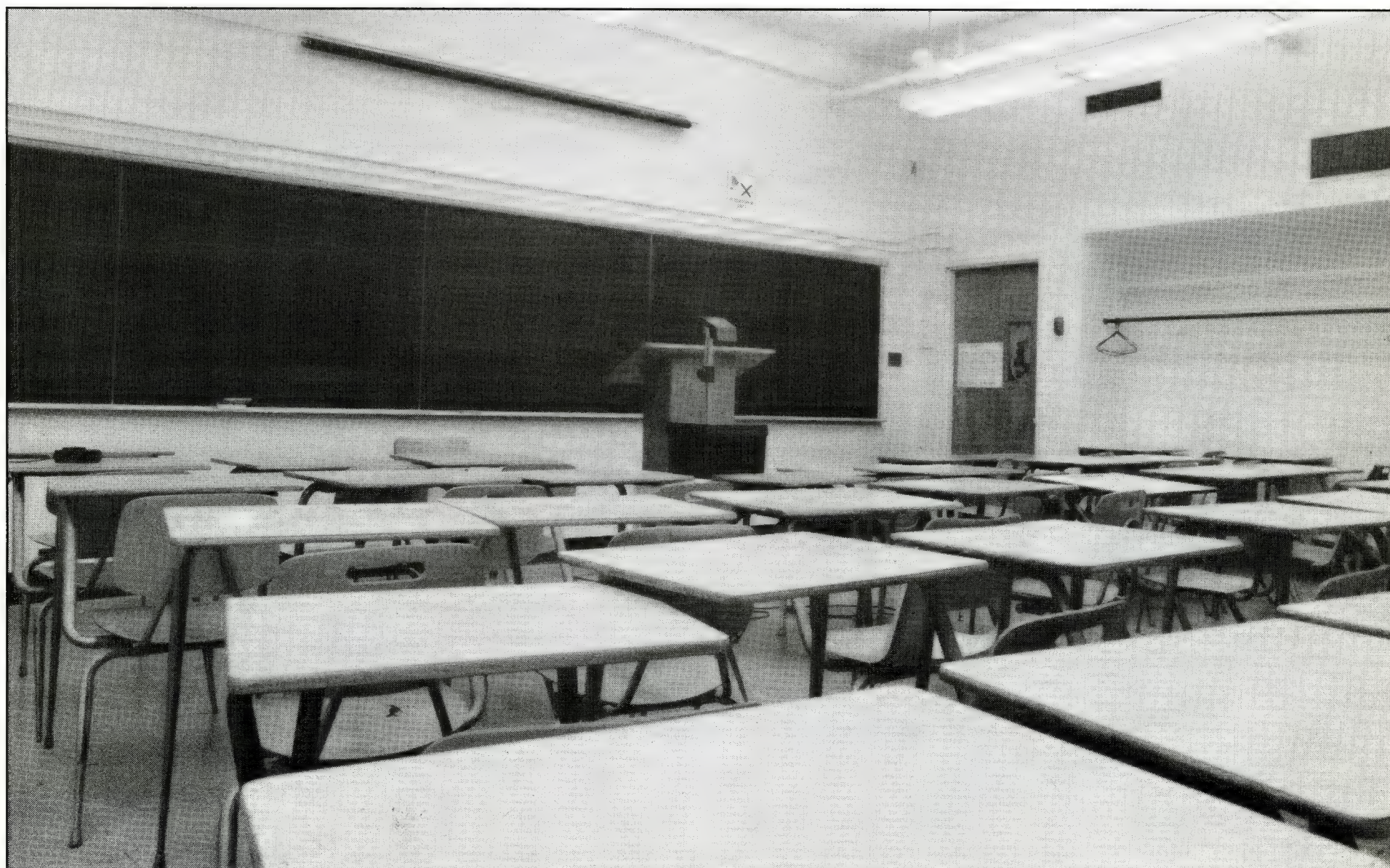
The Vice-Rector, Academic

Dr. Rose Sheinin met with the Committee and followed up her conversation with a written summary of her analysis of requirements for the enhancement of teaching, as follows:

- the academic departments must collectively engage in the total spectrum of undergradu-

ate/graduate teaching and research so that the scholarship of discovery, the scholarship of teaching and the scholarship of service are mutually informed;

- the academic departments must become the collegial home of professors who support each other and work together for the collective needs of the department, so that it becomes an appropriate focus for the professors and students in the joint teaching and learning endeavour;
- professors should honour the coupled code of academic freedom and academic integrity. They should honour their moral contract with students to teach at the university level and not exploit or manipulate students;
- the University, and each department, should develop a code of academic conduct of/for the professoriate;
- there should be a restructuring of the development of curriculum at Concordia University, to move away from the extreme, and poor interpretation of academic freedom to insist that it is no one's business but that of a single professor to create curriculum without accountability, and to an understanding that academic freedom/integrity requires



- that curriculum development is a joint responsibility of a whole academic department;
- the establishment of departmental and Faculty undergraduate and graduate programme committees which include students in their memberships is required;
 - teaching must be a real criterion for hiring, tenure and promotion, necessitating careful definition;
 - the University must provide for support of teaching, e.g. departmental mentorship programmes, which provide creative, positive and rewarding critique;
 - the University should provide more competitive internal funds (e.g. Innovative Teaching Development Fund) to enable innovative teaching development in the broadest sense of the word;
 - curriculum development, participation in teaching workshops, and the development of teaching materials and innovative pedagogy, must be seen as the hallmark of a university professor, and therefore part of the total teaching activity.

The Rector

In his talk with the Committee, Dr. Patrick Kenniff spoke of the long-standing commitment to teaching among members of the professoriate at Concordia. He, nevertheless, concurred that many faculty feel that they do not derive the same benefits from teaching as from research. He said that good research and good teaching are not in conflict but this is not always a self-evident truth and that one solution lay in broader definitions of scholarship.

While strongly supporting the process of renewed commitment to teaching, he emphasized that we must go beyond rhetoric to practical solutions. He said that an evident commitment to good teaching must be an essential criterion in all academic hiring policies at Departmental and Faculty levels, and that Deans and Department Chairs should stress that the University is committed to teaching excellence in all letters of acceptance to new faculty. He added that new faculty members should be given special help and mentorship in the initial stages, but that discussion and seminars in support of teaching should be an ongoing part of the academic life of the Department for all faculty members, and that specific structures should be created to ensure that teaching



comes onto the agendas of Departments, Faculty Councils and Senate on a regular basis. He said that attention at the Department, Faculty and Senate levels should be paid to the question: what do we expect of great teaching?

In the matter of rewards for teaching excellence, Dr. Kenniff suggested that ways be found to ensure the central place of teaching in all considerations of contract renewal, promotion and tenure. He said that criteria for excellence in good teaching must go beyond time in the classroom to include the students' total educational experience, and that professors' out-of-class advising and tutoring of students, as well as out-of-class commitments to curriculum and programme innovation and development, should be recognized and valued in equal measure with their research.

In terms of institutional support, Dr. Kenniff said that the Learning Development Office is a significant resource in the development of teaching tools and processes, and that its role should be enhanced to the extent that its values of good pedagogical practice become part of the whole climate of learning in the University.

He also suggested that faculty members

lobby their individual learned societies to include presentations of research on the teaching of the discipline at national and international conferences.

DISCUSSION AND RECOMMENDATION

In the light of the information before it, the Committee felt it necessary to revise the Smith Commission's contention that "teaching is seriously undervalued at Canadian universities," thus: Concordia students, by and large, appreciate the teaching and learning to be found in the University; most Concordia professors care about their teaching and bring significant effort and dedication to it; however, many express the feeling that teaching is undervalued in the University. The resulting recommendations to strengthen the University's overall commitment to teaching are contained within five general categories: The Learning Environment; Integration of New Faculty; Teaching/Research; The Physical Environment; Public Recognition of Teaching.

1. The Learning Environment

The Committee considered elements of the truism that neither academic disciplines nor university populations are static entities, that

disciplines undergo change, sometimes profound, as new ideas and new information surface. The experiential and cultural backgrounds of students, especially those attracted to an urban university like Concordia, are subject to significant shifts which may be generalized across the institution or may have particular relevance to a given discipline.

Effective teaching reflects this dynamic situation. Instructors become part of the learning environment as they move back and forth between learning and teaching in their effort to bring about innovations in a discipline, and explore the differences between their own experiences and those of a mixed gender, multi-racial and multi-cultural population.

The Committee feels strongly that individual Departments and other academic units are best able to determine criteria for effective and inclusive teaching in their own disciplines. A structured process of consultation regarding these criteria among units is likely to ensure the development of opportunities for conversations about teaching between colleagues, and between faculty and students.

Recommendations:

- 1.1 That academic units, in consultation with their students, adopt guidelines for effective and inclusive teaching and that these be communicated to the Deans, the Associate Vice-Rector, Academic (Curriculum and Planning) and the Vice-Rector, Academic, and reviewed on a regular basis, to ensure the continuing development of teaching expertise.
- 1.2 That teaching guidelines inform decisions regarding hiring, merit, promotion, renewal of contract, and tenure, and be considered in all reviews and revisions of unit curriculae.
- 1.3 That, with the help of the Learning Development Office where required, academic units review their procedures on teaching evaluations and teaching dossiers to determine whether they adequately reflect their views as to what constitutes effective teaching.
- 1.4 That each Faculty in the University develop a strategy for assisting academic units in their efforts to enhance teaching effectiveness. Such programmes might include annual symposia on teaching, the allocation of special grants to individuals or units for particular projects, and the creation of mechanisms whereby greater flexibility can be offered for the scheduling and format of courses.
- 1.5 That Concordia University lobby the academic and learned federations representing the disciplines in Canada to hold regular sessions on teaching at their annual conferences, and fund professors to participate in these sessions.
- 1.6 That committees of academic units, Faculty Councils, the Council of the School of Graduate Studies and the University Senate routinely provide reports and policy recommendations to their constituents on the enhancement of teaching.

The Committee was pleased to note that there are new structures for the enhancement of teaching already in place at Concordia. The Faculty of Arts and Science has recently announced the formation of a Faculty Teaching Team, and an inter-Faculty



team on Inclusive Teaching was created in late Spring, 1992.

2. Integration of New Faculty

The Committee believes that new faculty should be encouraged from the beginning to view teaching as a vital part of their professional responsibilities, and that whether or not they have previous teaching experience, they should be given special support in their initial years at Concordia.

Recommendations:

- 2.1 That hiring practices demonstrate the commitment of academic units to good teaching and take into account, systematically, the input of students.
- 2.2 That each new faculty member be assigned a supportive mentor in the academic unit or Faculty who can counsel the individual on the learning environment encouraged by the unit and on the development of particular teaching skills.
- 2.3 That newly-hired faculty members receive a letter from the Faculty Dean in which is outlined what is expected at the time of contract renewal and tenure, including the quality of teaching as it pertains to the unit, Faculty and University missions and guidelines.
- 2.4 That in collaboration with the Learning Development Office, the University offer orientation sessions for new faculty to include

workshops and mini-courses on teaching, and advice on course procedures and University regulations.

- 2.5 That the School of Graduate Studies seek ways to provide education on teaching effectiveness for teaching assistants and other interested graduate students.

3. Teaching/Research

The Committee noted that there is an almost universal convention of defining the responsibilities of the professoriate as teaching, research and service, which leaves an impression that they may be unrelated to one another and also sets up the requirement that they be evaluated independently of one another. The independent evaluation of teaching, research and service causes these domains to be viewed more narrowly than they deserve to be, and can lead to the contradictory paradigm of "teaching versus research" as well as to the devaluing of "service" as having little contribution to make to "either" teaching or research. One way out of the conundrum, as suggested by Ernest Boyer in *Scholarship Revisited* and taken up by the Smith Commission and the AUCC Task Force Report, is to adopt wider definitions of "scholarship":

The time has come to move beyond the tired "teaching versus research" debate and give the familiar and honourable term "scholarship" a broader, more capacious meaning,

one that brings legitimacy to the full scope of academic work. Surely, scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students. Specifically, we conclude that the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*. (Boyer, p.16)

Another solution may be to regard all duties and responsibilities of the professoriate as simply the work of scholarly professors in the service of Department, Faculty and University missions. Evaluation and equal reward should encompass the widest range of faculty activities, including the teaching of classes, the counselling and advising of students, the supervision of honours, masters and doctoral students, the supervision of students in research labs and other research-related projects, the supervision of students in arts creation, research into and development of curricula, all committee work contributing to the life of the Department, Faculty or University, service to the external community, attendance at conferences and scholarly work in the discipline.

Recommendation:

- 3.1 That in matters of merit, renewal of contract, promotion and tenure, Departmental and Faculty Personnel Committees expand their definitions of scholarly activity in regard to the duties and responsibilities of the professoriate in such a way as to recognize, evaluate and reward in equal measure the full range and richness of the work of the faculty.

In a related matter, the Committee noted that operating grants for the University from the federal and provincial governments have been based up to now on a complex set of factors which includes a portion allocated on the basis of the number of research dollars obtained from external sources, but does not include an identifiable or declared category reflecting the teaching profile of the University. This may have led to an institutional climate of bias toward the valuing of research productivity over teaching in the reward systems of the University. However, a recent announcement by Higher Education Minister Lucienne Robillard states that the funding formula will be adjusted to include lump sum grants for the number of degrees awarded in a given year. If Concordia responds to this initiative by focusing on the creation of learning environments which encourage students to accomplish timely and successful completion of their studies, then the result may be a re-emphasis on the support, encouragement and reward of good teaching practices.

Recommendation:

- 3.2 That Departments, Faculties, The School of Graduate Studies, and Administrative offices at Concordia develop an institution-wide commitment to the development of a learning environment which recognizes the range of factors that contribute to student retention.

It needs to be underlined that the Committee in no way regards this recommendation as a signifier that "standards will fall" in the effort to pass students. Rather, it is meant to signify a commitment to teaching excellence. Based on considerable evidence in the literature and on the opinions of experts on teaching, principles of teaching excellence include the ability to communicate course objectives (even when and if the objectives may simply be a voyage of discovery rather

than specifically named content competencies), the ability to motivate interest in achieving them, and the ability to provide aid and support to floundering students, altogether leading to a higher success rate in the student population.

4. The Physical Environment

At Concordia and many other universities, dedication to teaching is often made more difficult by the inadequate classrooms and by the lack of quiet spaces where faculty and students can gather together informally.

Recommendations:

- 4.1 That the Office of the Vice-Rector, Services,

develop, in conjunction with all academic units, a strategic plan for the re-creation of classrooms which will meet the specialized needs of disciplines and the level of flexibility that permits instructors to configure the environment in what they and their students consider to be an effective manner.

- 4.2 That the Registrar's Office, after consultation with academic units, alter the scheduling of courses so that classrooms can be used, for up to half an hour after the official termination of a lecture, as informal meeting places for faculty and groups of students.

- 4.3 That the Audio-Visual Department be en-

couraged to give frequent workshops on new developments in instructional technology.

5. Public Recognition of Teaching

The Committee considered a wide range of suggestions as regards further means to signify to the University community that Concordia supports and recognizes excellence in teaching. These considerations are reflected in the following recommendations:

- 5.1 That highly accomplished teachers be invited to give 3 or 6-credit University- or Faculty-wide courses in subjects of general or interdisciplinary relevance, and should bear the title "University Professor" while they are teaching these courses.

- 5.2 That, in collaboration with the Learning Development Office, the School of Graduate Studies establish an elective University-wide course on teaching methods for graduate students, and should invite distinguished instructors to supervise the course and to be designated as a University Professor of the School of Graduate Studies while so doing.

- 5.3 That the University annually hold a fully-funded retreat to which each academic unit may send a student and a full or part-time faculty member for the purposes of talking about the enhancement of teaching at Concordia.

- 5.4 That the Advancement and Alumni Offices be mandated to seek funds for endowed Chairs which are named after individuals who have excelled as teachers.

- 5.5 That Concordia University, through the Learning Development Office, investigate the possibility of publishing, either on its own or in conjunction with other Montreal universities, an annual journal dedicated to pedagogical issues in University teaching.



CONCLUSION

The work of this Committee has confirmed our belief that many members of the Concordia community care deeply about teaching and have many suggestions for how it might be enhanced. People are also cautious, even skeptical that the situation will really change, wondering if any university is up to the task of a "total recommitment to teaching." We are optimistic; but, we hope, not naively so.

The noted American educator, Parker Palmer, suggests that movements to reform education occur when individuals, who often feel very isolated within their institutions, decide not "to collaborate in the diminishment of their own lives" when "they refuse any longer to act outwardly in contradiction to something they know inwardly to be true — that teaching and teaching well is a source of identity for them."

It is our profound hope that the discussion of this report will be a catalyst and provide an opportunity for all the voices in support of teaching to be heard, and that we will be able to create a community where quality teaching is encouraged, recognized and valued.

SUMMARY OF RECOMMENDATION

1. The Learning Environment

- 1.1 That academic units, in consultation with their students, adopt guidelines for effective and inclusive teaching and that these be communicated to the Deans, the Associate Vice-Rector, Academic (Curriculum and Planning) and the Vice-Rector, Academic, and reviewed on a regular basis, to ensure the continuing development of teaching expertise.
- 1.2 That teaching guidelines inform all decisions regarding hiring, merit, promotion, renewal of contract, and tenure, and be considered in all reviews and revisions of unit curriculae.
- 1.3 That, with the help of the Learning Development Office where required, academic units

review their procedures on teaching evaluations and teaching dossiers to determine whether they adequately reflect their views as to what constitutes effective teaching.

- 1.4 That each Faculty in the University develop a strategy for assisting academic units in their efforts to enhance teaching effectiveness. Such programmes might include annual symposia on teaching, the allocation of special grants to individuals or units for particular projects, and the creation of mechanisms whereby greater flexibility can be offered for the scheduling and format of courses.
 - 1.5 That Concordia University lobby the academic and learned federations representing the disciplines in Canada to hold regular sessions on teaching at their annual conferences, and fund professors to participate in these sessions.
 - 1.6 That committees of academic units, Faculty Councils, the Council of the School of Graduate Studies and the University Senate routinely provide reports and policy recommendations on the enhancement of teaching to their constituents.
- ### 2. Integration of new faculty
- 2.1 That hiring practices demonstrate the commitment of academic units to good teaching and take into account, systematically, the input of students.
 - 2.2 That each new faculty member be assigned a supportive mentor in the academic unit or Faculty who can counsel the individual on the learning environment encouraged by the unit and on the development of particular teaching skills.
 - 2.3 That newly-hired faculty members receive a letter from the Faculty Dean in which is outlined what is expected at the time of contract renewal and tenure, including the quality of teaching as it pertains to the unit, Faculty and University missions and guidelines.
 - 2.4 That, in collaboration with the Learning Development Office, the University offer orientation sessions for new faculty to include workshops and mini-courses on teaching and advice on course procedures and University regulations.

- 2.5 That the School of Graduate Studies seek ways to provide education on teaching effectiveness for teaching assistants and other interested graduate students.

Teaching/Research

- 3.1 That in matters of merit, renewal of contract, promotion and tenure, Departmental and Faculty Personnel Committees expand their definitions of scholarly activity in regard to the duties and responsibilities of the professoriate in such a way as to recognize, evaluate and reward in equal measure the full range and richness of the work of the faculty.
- 3.2 That Departments, Faculties, The School of Graduate Studies, and Administrative offices at Concordia develop an institution-wide commitment to the development of a learning environment which recognizes the range of factors that contribute to student retention.

4. The Physical Environment

- 4.1 That the Office of the Vice-Rector, Services, develop, in conjunction with all academic units, a strategic plan for the re-creation of classrooms to meet the specialized needs of disciplines and the level of flexibility that permits instructors to configure the environment in what they and their students consider to be an effective manner.
- 4.2 That the Registrar's Office, after consultation with academic units, alter the scheduling of courses so that classrooms can be used, for up to half an hour after the official termination of a lecture, as informal meeting places for faculty and groups of students.
- 4.3 That the Audio-Visual Department be encouraged to give frequent workshops on new developments in instructional technology.

5. Public Recognition of Teaching

- 5.1 That highly accomplished teachers be invited to give 3 or 6-credit University- or Faculty-wide courses in subjects of general or interdisciplinary relevance, and bear the title "University Professor" while they are teaching these courses.
- 5.2 That, in collaboration with the Learning Development Office, the School of Graduate Studies establish an elective University-wide

course on teaching methods for graduate students, and invite distinguished instructors to supervise the course and be designated as a University Professor of the School of Graduate Studies while so doing.

- 5.3 That the University annually hold a fully-funded retreat to which each academic unit may send a student, and a full or part-time faculty member for the purposes of talking about the enhancement of teaching at Concordia.
- 5.4 That the Advancement and Alumni Offices be mandated to seek funds for endowed Chairs which are named after individuals who have excelled as teachers.
- 5.5 That Concordia University, through the Learning Development Office, investigate the possibility of publishing, either on its own or in conjunction with other Montréal universities, an annual journal dedicated to pedagogical issues in university teaching.

COMMITTEE

MEMBERS

Andy Christopoulos
Matthew Douglass*
David Howes
Linda Janz
Patsy Lightbown
Jack Lightstone
Barbara MacKay, Chair
Garry Milton
Ronald Smith
Kathryn Tweedie

* The Committee wishes to honour especially the contribution of our much-loved colleague, Matthew Douglass. As always, he spoke wisely and with warm passion about teaching.

This report is intended to encourage participation within the University community. Its dissemination is in preparation for discussion and input at Faculty Councils and the University Senate. The bibliography of the Report can be seen at the Office of the Vice Rector, Academic at the Loyola or Sir George Williams Campuses.